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ABSTRACT

This guide seeks to help bring to life the human struggle that was endured in the Campaign for Vicksburg (Mississippi). The guide notes that the Campaign for Vicksburg, which took place between May and July of 1863, was considered the most strategic battle of the Civil War, but it was more than generals and maps, it featured the common soldier, sailor, and civilian who witnessed a lifetime in 47 days. The guide includes information about the park, resources available, and information on planning a field trip. Activities in the guide have age group recommendations for K-12 and each section has supplemental classroom activities. The guide is divided into the following sections and subsections: (1) "Introduction"; (2) "22 2221 2 111 1 - Codes"; (3) "Emancipation Proclamation"; (4) "Gunners"; (5) "In the Words of George Yost"; (6) "Is It Enough?" (7) "Killing Commanders"; (8) "Letters Home"; (9) "Living History"; (10) "Maps"; (11) "Medicinal Plants"; (12) "Mementos"; (13) "Name That State"; (14) "Nothing Looks the Same"; (15) "Odds and Ends"; (16) Political Cartoons"; (17) "Presidential Powers"; (18) "The Price in Blood"; (19) "A Question of Time"; (20) "A Sailor's Story"; (21) "Searching for Answers"; (22) "Vicksburg Is the Key"; (23) "Who's Who"; (24) "Words of a Soldier"; (25) "WVIC News"; (26) "Wrap Up Activities"; (27) "Civil War Terms"; (28) "Read More about It"; (29) "And in the End"; and (30) "Evaluation." (Contains 57 resources.) (BT)

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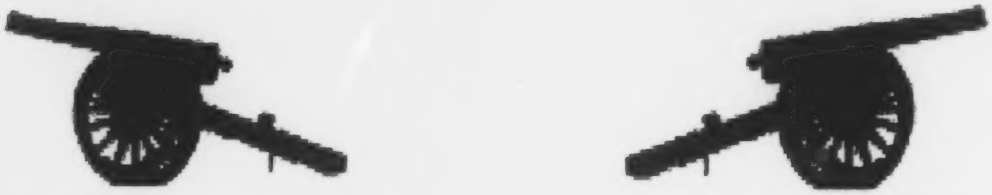
Vicksburg National Military Park

Social Studies Educator's Guide



Vicksburg National Military Park
3201 Clay Street
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U.S.A.

http://www.nps.gov/vick/eduguide/edguide.htm

1999

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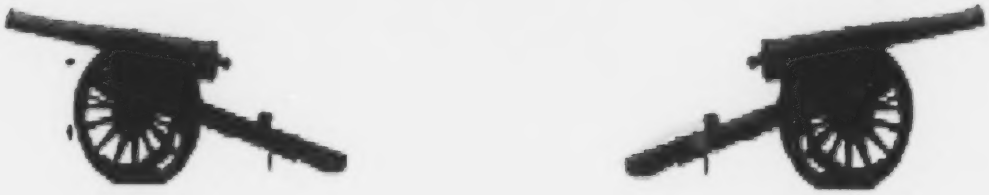
Educator's Guide



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Dear Educator,

This guide was written to help you bring to life the human struggle that was endured in the Campaign for Vicksburg. The guide can help you bring a complex subject to your students. You and your students will probably come up with new and different ways to see the Park. We hope this guide will give you a few new tools to teach and enlighten your class. After all, the Campaign for Vicksburg was more than generals and maps, it was the common soldier, sailor and civilian who witnessed a lifetime in 47 days. Invite your students to experience those times and see beyond the hills to the people. If you plan to visit the park the following excerpt from John Brown's Body by Stephen Vincent Benet can help set the mood.

The Park Staff at Vicksburg National Military Park.

That is the chess and the scheme of the wooden blocks
Set down on the contour map.
Having learned so much,
Forget it now, while the ripple-lines of the map
Arise into bouldered ridges, tree grown, bird visited,
Where gnats buzz, and the wren builds a hollow nets...
See no names of leaders painted upon the blocks.

... but see instead

Three miles of living men - three long double miles
Of men and guns and horses and fires and wagons,
Teamsters, surgeons, generals orderlies,
A hundred and sixty thousand living men
Asleep or eating or thinking or writing brief
Notes on the thought of death, shooting dice or swearing
Groaning in the hospital wagons, standing guard...
Hearing a stream or a joke or a horse chopping grass
Or hearing nothing, being too tired to hear.

...A hundred and sixty thousand
Breathing men, at night, on two hostile ridges set down.

How Can You Use This Guide ?

Included in this guide are objectives and activities designed to help you meet your classroom goals and enjoy a productive field trip to Vicksburg National Military Park. This guide includes information about the Park, the resources available, and planning your field trip.

The activities have age group recommendations (K-12). Each section has supplemental classroom activities. Beforehand, decide what the goal of your trip will be and which activities best meet this goal. Choose an activity more relevant for you, your students, and the field trip.

Also, please look through the last chapter, Odds and Ends, for post-field trip games and activities to round out the students' experience.

A. Introduction

The difference between making your field trip just another fun day outside the classroom or a powerful learning experience in the field depends on how well you and your students are prepared. The blending of park and classroom learning activities is the essence of focusing a field trip.

1. Be familiar with the site! It is important for you and your fellow educators to visit the Park and explore it yourselves. The seasons change, so please visit during the same season as your field trip.

2. Divide your class into small groups if possible before you arrive at the park and let the groups know who they are. Groups of 20 or less are helpful in rotating through the museum & visitor center. This helps to maximize exposure to the message at these sites.

3. Plan the trip ahead of time. Know what concepts you want to get across and select or design activities that teach those ideas. The emphasis of the field trip activities should be on the quality of the experience, not the number of facts or names you can remember.

4. Call the Park to inform them of your trip. Please see C. Whom to Call for What in this section.

5. Ask for suggestions from your students. What do they expect to see and do? If they can help design it, and have an investment in it, their visit to the Park will be more memorable. Follow up on any sparks of interest you noticed during your pretrip activities or as you explained the upcoming trip. Ask your students to answer the following questions and then use their responses in your planning:

    a) What do you expect to see at the Military Park?

    b) What do you expect to do at the Military Park?

    c) What would you like to study at the Military Park?

B. The Goals of the "Parks as Classrooms" Program

The goals of the "Parks as Classrooms" program and Vicksburg National Military Park are:

1) To foster an awareness of our cultural resources and the role Vicksburg National Military Park plays in preserving these resources.

2) To help students understand that the Civil War had interrelationships which shaped the soldiers, civilians, battles and the war.

3) To provide every student with opportunities to acquire, knowledge, values, attitudes, commitment and skills needed to understand and appreciate the past and improve and/or protect our cultural and natural resources.

Mission of the National Park Service *"... To conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such a manner and by such means as will leave them unimpaired for the enjoyment of future generations."*

Act establishing the National Park Service August 25, 1916

Enabling Legislation Vicksburg National Military Park - February 21, 1899

"The purpose of Vicksburg National Military Park is to commemorate the campaign, siege and defense of Vicksburg from April 1862 to July 4, 1863 and to interpret the history of Vicksburg under Union occupation during the Civil War and Reconstruction "

C. Whom To Call For What

1) Contact Person: Interpretive Specialist

2) Phone: (601) 636-0583, ext 8021

3) Location: Vicksburg National Park is located off I-20 at Exit 4B.

4) Mailing Address: 3201 Clay Street, Vicksburg, MS 39183-3495

5) Advance Notice: Please notify the Park that you are planning a visit. Remember spring is the busiest time of year, if possible plan your field trip in the off season.

6) On-site Programs: Rangers will assist you at the Park. If staff are not available to present programs on your trip date, please feel free to visit, with a rented guide or self guided tour. We will help you plan your activities.

Vicksburg National Military Park Significance

To help you appreciate Vicksburg National Military Park the following are a few significant features about the park.

1) The most strategic campaign of the Civil War.

2) The focus of the western campaign in the Civil War.

3) The major campaign for control of the Mississippi River.

4) The collection of monuments (approximately 1,400) is one of the more expansive in the world and includes works by many of the leading artists of their time. It is the largest collection of outdoor art in the Southeast United States.

5) Largest Civil War cemetery in the United States.

6) Second engagement of African-American troops in the Civil War.

7) Springboard for General U.S. Grant's military and political career.

8) The CAIRO is the most intact representative of river iron-clad naval warfare.

9) Fort Nogales (Fort Hill) was a Spanish fort and is an important cultural resource.

10) The Arch was built to symbolize the reunification of the nation.

11) The bluffs, the river and Mint Springs are unique natural resources that provide habitats for plant and animal species which would generally not be found in an urban setting.

Vicksburg National Military Park Background

"whether any of us will ever be able to live contented in times of peace and laziness. Our generation has been stirred up from its lowest layers and there is that in its history which will stamp every member of it until we are all in our graves. We cannot be commonplace... One does every day and without a thought, what at another time would be the event of the year, perhaps a life."
Henry Adams, Secretary U.S. Embassy London, England 1863

More than one hundred and thirty years have passed since the Civil War divided our nation, yet this conflict still haunts us. This background section will not cover the causes, the politics, nor the major battles of the Civil War, for these topics have been written about in depth and in countless volumes. Your textbooks and curriculum should be your guide to these topics. Feel free to adapt or modify the activities in this guide to help your students understand the other facets of the Civil War. This section will introduce you to one segment of that great conflict, Vicksburg's role in the Civil War.

The River

To study the Vicksburg Campaign without a map of the United States is similar to trying to find your way out of a dark room without a flashlight. Spread out a large map of the United States, preferably on the floor where your students can gather around it. Divide the nation in two, Confederate and Union. Now have them imagine they are the Presidents of these two nations. What is the most important geographical feature your army needs to control to remain a united nation?

General William T. Sherman called the Mississippi River "the spinal column of America." Have your students highlight the Mississippi River in one color and the tributaries in another color. Make sure the students follow the rivers to their source. The Mississippi River indeed looks like a spinal column with tributaries the rib cage. In the 1800's these rivers were the roadways that transported a nation's goods. Long before the railroad and interstates, the Mississippi River was the economic strength of the country. By the 1840's, the river was transporting goods worth more than one hundred million dollars. Even the railroad could not replace the value of the river.

Old Man River, The Great River, Big Muddy, The Father of Waters, The River, The Mississippi... however it is known it is not commonplace. The Mississippi River drains half a continent. The river basin is larger than Great Britain, Ireland, France, Spain, Portugal, Germany, Austria, Italy, Greece and Turkey combined. In the words of Mark Twain, "It is the crookedest river in the world." The Mississippi River Valley with its fertile lands has been home to humans for more than 10,000 years. Native Americans used its banks to build great cities and the water to travel to Canada and Mexico to trade with other tribes. The explorer Hernando DeSoto was the first European to catch a glimpse of the great river. He died and was buried on its banks.

For one hundred and fifty years, no one explored the river, despite rumors of a mighty river to the west. In 1673 a French merchant, Louis Joliet and a priest, Jacques Marquette reached the

junction of the Wisconsin and Mississippi Rivers. Canoeing down river in eerie solitude for two weeks, they landed one night and discovered footprints. Following the footprints the next morning, the two men came upon an Indian settlement. Treated to a banquet and given a friendly farewell, the explorers continued downstream. Travelling a short distance they heard a roar: "a torrent of yellow mud rushed furiously athwart the calm blue current of the Mississippi, boiling and surging and sweeping in its course logs, branches and uprooted trees." This was the mouth of the Missouri River, "that savage river."

They passed the Ohio, through canebreaks and sandbars; they fought mosquitoes, floating along day after day for a month. Finally reaching the mouth of the Arkansas River, the two men turned back. Joliet and Marquette knew the Mississippi River did not drain into the Gulf of California, but the Gulf of Mexico. The two explorers carried the news of their discoveries back to Canada. But believing was not proof. It was up to French explorer Richard LaSalle to prove the final end to the river. He sailed passed the bluffs where Vicksburg would be, visited the Natchez Indians, passed the bayous and into the Gulf of Mexico, where he claimed the mighty river for King Louis of France.

Five flags have flown over the bluffs of Vicksburg: French, Spanish, English, Confederate and American. The French constructed Fort St. Pierre in the early 17th century, followed by the Spanish and English. The Spanish called it Fort Nogales (meaning walnut); the English referred to the area as Walnut Hills. By the 1790's, the Spanish lost their rights to the area. The fort was abandoned and a small band of Americans occupied the fort until the army arrived. Major Kersey renamed it Fort McHenry. By the early 1800's Fort McHenry was abandoned for the defenses at Natchez.

In 1812, Newit Vick and his family arrived in the Walnut Hills. Naming the area "Vicksburgh", a city grew. By the 1830's, Vicksburg was a major port on the Mississippi River. A rail line connecting the western United States to Mississippi was placed at Vicksburg. The city became an economic force on the river. Vicksburg was known throughout the nation not only for its transportation center, but for its beautiful location. Sitting high on three hundred-foot bluffs, it was nicknamed "The Terraced City."

A dark night in April 1861 would bring Vicksburg into more prominence. The firing on Fort Sumter started the long dark road of the Civil War. Ask your students if they were the President of the Confederacy how would they protect the Mississippi River? Which side of the river would be the best to build forts? Which cities controlled railroad lines? Which cities were major ports? New Orleans, Memphis, Baton Rouge, Columbus, Port Hudson, Natchez, Vicksburg? Jefferson Davis called Vicksburg "The Gibraltar of America." By the summer of 1862, Vicksburg was the nail holding the Confederacy together.

How would you as President of the United States try to gain control of the river? Do you need to control the river? What cities would be the key to opening up the river? New Orleans, Memphis, Baton Rouge, Columbus, Port Hudson, Natchez and Vicksburg? Abraham Lincoln said of Vicksburg: "We may take all the northern ports of the Confederacy, and they can still defy us from Vicksburg. It means hog and hominy without limit, fresh troops from all the states of the far South, and a cotton country to raise the staple without interference."

To understand why the Mississippi River was crucial to both sides look at your map. By 1861, the Mississippi River was rich in legend, it had become a "national river. " Pioneers had crossed it to discover gold in California and the fertile lands of Oregon. It was the springboard to the west. The river was the economic lifeline of Minnesota, Wisconsin, Iowa, Illinois, Indiana, Ohio and Missouri. Without access to the ports on the Mississippi River there was no market for the crops grown in the breadbasket of America. As a boy from Wisconsin told his father as he left home to enlist: "the Confederacy can have South Carolina and Virginia and Georgia and whatever else it wants...he did not care a spit for them. But he was damned if they can have the Mississippi." To the Westerners in the North and South the issue was clear: the river was the key to the continent and to their nations. To control the Mississippi River Valley became a crusade. Vicksburg with its high bluffs, deep ravines and swamplands was a natural fortress. The city also served as a transportation center vital to the Confederacy. Fortified with earthworks and cannons, Vicksburg became a citadel that kept the Confederacy in control of the great river.

In the fall of 1861 two events in Missouri would help determine who controlled the river. On a cold damp day in October, the first ironclad vessel in the Western Hemisphere was launched. The Carondelet and her six sister boats would help shape the future of the river. The other was an insignificant looking general whose time in history had come.

The Campaign

No one knows for sure when Ulysses S. Grant formulated his plan to strike into the heartland of the Confederacy. Growing up in a small Ohio River town, he understood the importance of the river system. In the winter of 1862 the slow campaign to open up the Mississippi River Valley began with the capture of Fort Henry on the Tennessee River and Fort Donelson on the Cumberland. The assault on these forts was successful because of the relationship Grant had with Admiral Andrew H. Foote of the river navy. The combined army/navy offensive was so effective that it would be used over and over again.

In October 1862, Grant was appointed commander of the Army of the Tennessee and charged with clearing the Mississippi of Confederate resistance. That same month, Lieutenant General John C. Pemberton, a Pennsylvanian by birth, assumed command of the Confederate forces ordered to keep possession of Vicksburg and the river. Vicksburg became the focus of military operations for both men.

Pemberton ordered his men to strengthen the fortifications at Vicksburg. A nine - mile curved line was constructed to protect the city from an attack on its land sides. The line ran from bluffs north of the city to the southern river bank. Artillery positions and earthen forts were built. Deep wide ditches were dug in front of the line so assaulting troops would have steep walls to climb before reaching the fortifications. Rifle pits were built to provide deadly crossfire. One hundred fifteen cannon and 31 heavy guns were placed on the hills and along river batteries. Deep gullies and ravines created broken and complicated terrain. Trees were cleared and abatis were constructed. The first assault for Vicksburg did not come from the east, but from the sea.

Admiral David Glasgow Farragut, with his ocean going sailing ships, had captured New Orleans, Baton Rouge and Natchez. He had come to Vicksburg expecting an easy victory; but the city

refused to be intimidated by Farragut, his ships or his previous successes. After months of shelling the city, Farragut was forced to retreat in July 1862, before his deep sea flotilla was left high and dry in the summer drought.

The first battle went to the terraced city. While the Confederates were celebrating, an ominous cloud was approaching from the north . The ironclads of the river flotilla had opened the Mississippi River from Columbus, Kentucky to Memphis, Tennessee. Only Vicksburg and Port Hudson remained in Confederate hands.

The stage was set for a classic campaign. Men and women from twenty eight states, nearly 100,000 troops, would participate in a military crusade still studied today.

During the winter of 1862 - 1863, Grant conducted a series of amphibious operations aimed at reducing Vicksburg. Referred to as the Bayou Expeditions, they were a series of differing approaches: Yazoo Pass Expedition, Steele's Bayou, Lake Providence and Grant's Canal. All of them failed to capture Vicksburg, but succeeded in making the Union troops physically fit. By the spring of 1863, Grant set into motion a series of diversionary tactics. With the assistance of Admiral Porter and the river flotilla, Grant began to march to Vicksburg.

On March 31, 1863, the Army of the Tennessee moved from its encampment at Milliken's Bend, Louisiana. On April 16th, Porter's flotilla of gunboats and transport vessels ran passed the batteries of Vicksburg. By the 28th of April, the Union Army was established at Hard Times, Mississippi above the fortifications at Grand Gulf. Although Admiral Porter's gunboats bombarded the Confederate forts to prepare the way for a crossing, the Confederates were able to keep the Union Army on the western side of the Mississippi River. Grant then marched his troops further south, and on April 30th, his troops were transported across the river, unopposed, at Bruinsburg.

Rapidly moving eastward to secure the bridgehead, the Union Army met elements of Pemberton's Confederate forces near Port Gibson on May 1st. The Confederates fought a gallant holding action, but were overwhelmed and fell back toward Vicksburg. After meeting and defeating a small Confederate force near Raymond on May 12th, Grant's troops attacked and captured Jackson, the state capital, on May 14th, scattering its defenders.

Turning his army westward, Grant moved along the line of the Southern Railroad of Mississippi. At Champion Hill on May 16 and at Big Black River Bridge on May 17, his soldiers attacked and overwhelmed Pemberton's disorganized Confederates, driving them back into the Vicksburg fortifications. By May 18th, the advanced units of the Federal Army were now at the door to Vicksburg. The Union Army had marched hundreds of miles and fought five major battles in less than a month. On May 19th, Grant, thinking that Pemberton's troops were demoralized and arrogant about the Union victories, assaulted fortress Vicksburg. The attempt failed. A second assault was launched on May 22nd. It also failed.

Both commanders had their orders and neither would relent. Grant realized it was useless to expend more lives in attempts to take the city and ordered siege operations to begin. Admiral Porter's fleet began blasting the city and cut the communication along the river, while Grant

hammered the fortifications from the land. Pemberton dug in and was prepared to wait it out. He sent a message to General Joseph Johnston asking for relief. He wanted Johnston to attack Grant from the east, so that the Union general would be trapped between the two Confederate armies. Relief never came. For forty seven days, the troops and civilians of Vicksburg endured bombardment and starvation. By the end of June, Pemberton realized that relief was not coming and his troops were too weak to fight their way out. Pemberton knew he must "capitulate upon his best attainable terms." On the afternoon of July 3rd, he met with Grant to discuss terms for the surrender of Vicksburg.

Grant demanded unconditional surrender; Pemberton refused. The meeting broke up. During the afternoon, the Federal commander modified his demands. The terms allowed the Confederates to sign paroles not to fight and the officers were allowed to retain their sidearms and mounts. Pemberton accepted these terms, and at 10 a.m. on July 4, 1863, Vicksburg was officially surrendered.

When Port Hudson surrendered five days later, the Mississippi River was opened. As President Lincoln said: "The Father of Waters again goes unvexed to the sea." For the people who fought the campaign to defend or capture the great river, it was a crusade. A crusade whose price was 20,000 casualties, thirteen thousand of whom became unknown soldiers buried among the hills and bluffs of the Terraced City.

22 2221 2 111 1- Codes

Classroom Activities: Computer
Language Arts
Mathematics
Social Studies

Grades: 4- 12

Objectives: Students will use a binary coding system to write, translate and analyze messages

Materials: Cipher disks, brass paper clasp, paper and pencils. A variation on this activity would be using signal flags. Have the students make signal flags. The flags were white with red square, diamond etc... or red with white square, diamond etc... Have the students send their messages with the flags. one = up, to the right, to the left and back two = down, to the right and up

This will help students understand how difficult it was to send and receive signals. Adding to the scenario were sharpshooters who targeted I signalmen. Other cipher and code activities can be found in Social Studies or Odds 'n' Ends

Background:

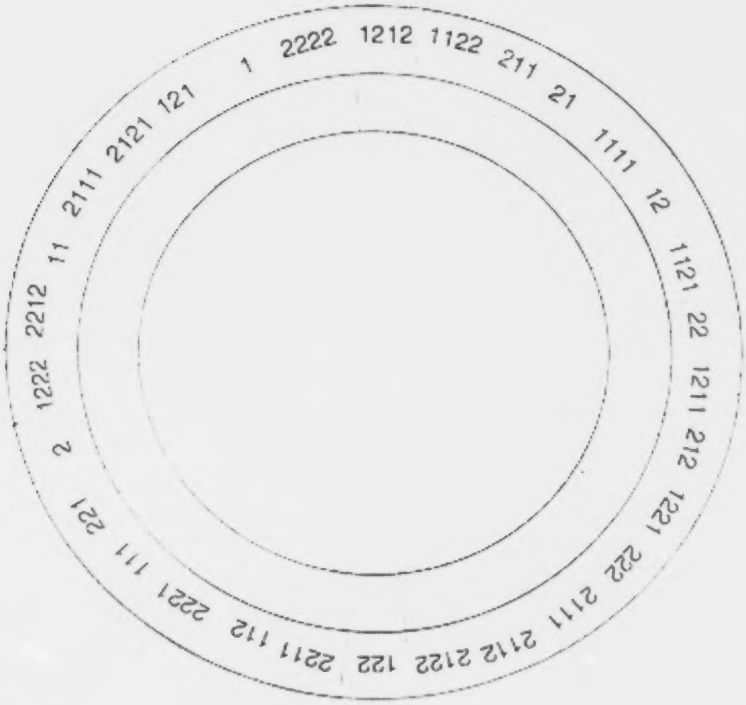
Communications is vital to any military operations, but even more important is keeping the message from the prying eyes and ears of the enemy. In order to confuse the enemy, ingenious codes and ciphers were developed. These encrypted messages could be sent by signal flags or telegraph. Once the message was encoded, even if it was intercepted, it would have little value to the enemy - unless of course, he broke the code. One type of cipher system was a disk. The cipher disk allowed soldiers to encode signal flag messages. The numbers on the outer ring were flag movements that represented letters on the inner ring. By turning the rings to a prearranged setting, signalmen could change the code at will. Major Albert J. Myer, commander of the U.S. Army Signal Corps, believed the cipher disk so sensitive, he urged his men to die rather than allow the disks to fall into Confederate hands.

Method:

Divide your class into teams of 3 or 4. Have each team put together the cipher disk and write a military message they will encode. One of the challenges decoders faced were geographic names. A misspelled name could affect critical information on troop movements and sizes. Pair up teams, one will send the message the other will receive. Give each team pair a starting point on the cipher disk, example team pair 1: a = o, team pair 2: a = 9 etc... Each team pair will send and decode their message, the remaining teams will try to decipher the message. Older students

can be challenged by not have the cipher disk to aid in the decoding. Computer students can develop a game for writing and decoding messages.

22 2221 2 111 1 Codes
Cipher Disk



Emancipation Proclamation

Classroom Activities: Language Arts
Social Studies

Grades: 9 - 12

Objectives: Students will analyze Lincoln's reasons for issuing the Emancipation Proclamation and evaluate its affect on the war.

Materials: Research materials, pen, paper, and Emancipation Proclamation activity

Background:

The Emancipation Proclamation was a Presidential Decree issued September 22, 1862, and took affect January 1, 1863. Lincoln first proposed the idea to his cabinet in July1862. The cabinet suggested that he wait, believing that a dramatic change in the focus of the war would appear to be a plea for support without a military victory. The "military victory" came at Antietam. Though it was hardly decisive, the battle near Sharpsburg, Maryland gave Lincoln the perceived victory he needed.

Method:

The students will read and study the Emancipation Proclamation and answer the following questions:

1. Why was the proclamation issued?
2. What factors influenced Lincoln to change his policy and issue the proclamation?
3. Was there a hidden purpose in issuing the proclamation?
4. By what authority did Lincoln declare Southern slaves free?
5. Why did the proclamation fail to abolish slavery?
6. What was Lincoln's attitude toward slavery when the war began?
7. How did the Emancipation Proclamation affect the character and conduct of the war?

Divide the class into four groups. The students will be assigned a research topic from the activity sheet.

Emancipation Proclamation
Activity Sheet

The focus is on the Emancipation Proclamation as a military measure for ending the war. Early in the war, Lincoln moved cautiously on the issue of slavery. However, he changed his policy after the first year of fighting. On September 22, 1862, Lincoln issued the proclamation, promising freedom to all slaves in the Confederate States that did not return to the Union by January 1, 1863.

Directions Divide the class into groups of four to six students. Have each group complete one of the following activities.

Group One Research the time frame for the document: Decide when Lincoln first decided to write it; when he presented it to the cabinet; and when it was finally issued. Role play Lincoln and his cabinet working out a plan to issue the Emancipation Proclamation. Who was for it? Who was against it? and Why? After the role play, discuss the timing of public announcement of the proclamation. Why did Lincoln decided Antietam was the "military victory" needed?

Group Two Write editorials and draw political cartoons expressing Northern and Southern viewpoints, stating pros or cons of the public, politicians and military leaders. Orally present your views to the class. Allow your classmates the opportunity to debate the editorials.

Group Three Review the meaning of cause and effect. Then using various resources, prepare a chart which identifies the effects of the Emancipation Proclamation on black abolitionists, runaway slaves, Freedmen, the Union Army, the Confederate Army and European support.

Group Four Read the diaries, editorials and other written text from Southerners, Frederick Douglass, Abolitionists, Europeans, and politicians from both sides. Role play their reactions to the proclamation.

Gunners

Classroom Activities: Mathematics
Social Studies

Grades: K- 12

Objectives: Younger students can measure the distances. This will help them understand yards. Older students can analyze how an angle affected distance. Discuss 1 9th century distances of yards traveled by a projectile to the miles of today's weapons. Older students can compare trajectory paths and distance traveled to

Materials: 12 pounder (Napoleon) range chart, large field, yard stick, poster board or blackboard to make chart, pamphlet "Give 'em blizzards"

Background:

The Civil War was the apex of the muzzle loading era. During the Civil War, the cannon's role varied from battle to battle. At Vicksburg, the Union had field and siege cannon from the Army and Navy. The Confederates had easy to move field artillery and the larger heavier guns at the river batteries. The gunnery crews became experts in mathematic sighting angles, target ranges, trajectory paths, charges and shell weight ratios were quickly calculated in the field under fire. Yet the crew could not out perform their gun's abilities. The cannon's speed, accuracy and strength determined it placement on the lines and, in a sense, its success or failure.

Methods:

Have a discussion with your students about cannon ranges. Ask them to guess how far a cannon could fire its shot or shell. Gather their estimates and have the students chart the ranges. Compare the students chart to the actual chart for a 12 pounder, referred to as a Napoleon. Make signs for the various distances a shot or shell would travel. Divide the class into artillery teams of 3 or 4 students. Assign each artillery team an angle of fire. Have your students measure their pace against a yard stick. Take the class to a large field, establish a battery or line of fire. One student will be a shot fired, another student will be a shell fired. Have the students pace off how far the projectile travels.

Questions to Ponder:

1. Did the cannon shoot as far as you thought? Why or Why not?

2. How did the angle affect the range?

Table of Fire

TABLE OF FIRE. LIGHT 12-POUNDER GUN. MODEL 1857.							
SHOT Charge 2 1/2 Pounds		SPHERICAL CASE SHOT Charge 2 1/2 Pounds			SHELL Charge 2 Pounds		
ELEVATION in degrees	RANGE in yards	ELEVATION in degrees	TIME OF FLIGHT Seconds	RANGE in yards	ELEVATION in degrees	TIME OF FLIGHT Seconds	RANGE in yards
O°	323	0°50	1"	300	0°	0"75	300
1°	620	1°	1"75	575	0°30	1"25	425
2°	875	1°30	2"5	635	1°	1"75	615
3°	1200	2°	3"	730	1°30	2"25	700
4°	1325	3°	4"	960	2°	2"75	785
5°	1680	3°30	4"75	1080	2°30	3"5	925
		3°40	5"	1135	3°	4"	1080
					3°45	5"	1300

Use SHOT at masses of troops, and to batter, from 600 up to 2,000 yards. Use SHELL for firing buildings, at troops posted in woods, in pursuit, and to produce a moral rather than a physical effect: greatest effective range 1,500. Use SPHERICAL CASE SHOT at masses of troops, at not less than 500 yards; generally up to 1,500 yards. CANISTER is not effective at 600 yards; it should not be used beyond 500 yards, and but very seldom and over the most favorable ground at that distance; at short ranges, (less than 200 yards.) in emergency, use double canister, with single charge. Do not employ RICOCHET at less distance than 1,000 to 1,100 yards.

CARE OF AMMUNITION CHEST

1st. Keep everything out that does not belong in them, except a bunch of cord or wire for breakage; beware of loose tacks, nails, bolts, or straps.

2nd Keep friction primers in their papers, tied up. The pouch containing those for instant service must be closed, and so placed as to be secure. Take every precaution do not get loose; a single one may cause an explosion. Use plenty of tow in packing. (This sheet is to be glued on the inside of the Limber Chest Cover.)

Gunners

Variations:

Read the following excerpt from the diary of Emma Balfour:

...at six o'clock as we sat on the gallery a mortar shell exploded in the shed in front, making me involuntarily jump from my seat. Then another and another from all directions. The gunboats came and engaged in battling, and such a time as we had watching the shells - you cannot imagine. We were thankful when dark came for we could better avoid them... Then on to Sky Parlor Hill and stayed there til one o'clock. You must understand that it was not the usual way we walked down the street, but had to take to the middle of the street, whenever we heard a shell and watch for it, and as this was about every half minute, you may imagine our progress was not very fast As soon as a shell gets over your head you are safe -for even if it explodes then, the pieces fly forwards and do not touch you - but the danger is that sometimes while watching one - another comes and may explode and fall near you 'ere you are aware.

Blow a whistle or drop a book to represent the firing of a naval cannon on a gunboat. Using the naval sound scale have the students count off the seconds. Create an ending sound so students will know the projectile has hit. The students will have a sense of the time involved for the projectile to travel its distance and why the civilians were able to "out maneuver" the projectiles. The reality of the situation was not one cannon firing but many and the sense of timing for projectile varied. Civilians became aware of what type of cannon had fired the shell. Emma Balfour wrote of the mortar and parrot shells: ...every shell from the machines as they came rushing down like some infernal demon, seemed to me to be coming exactly on me, and I had looked at them so long that I can see them just as plainly with my eyes shut as with them open. They come gradually making their way higher and higher, tracked by their firing fuse till they reach their greatest altitude - then with a rush and whiz they come down furiously, their own weight added to the impetus given by the powder. Then look out, for it they explode before reaching the ground which they generally do, the pieces fly in all directions the very least of which will kill one and most of them of sufficient weight to tear through a house from top to bottom! The parrot shells come directly so one can feel somewhat protected from them by getting directly under a wall, but when both come at once and so fast that one has not time to see where one shell is going before another comes - it wears one out.

In The Words of George Yost

Classroom Activity: Language Arts
Social Studies

Grades: 9- 12

Objectives: Students will learn basic research skills by transcribing an original document.

Materials: Copies of original document, notebook paper, pencils.

Background:

George Yost was only 14 years old when he joined the crew of the U.S.S. CAIRO, yet he had the foresight to keep a journal of daily activities while on board the Union Gunboat. Since all of the U.S.S. CAIRO's official papers went down with her when she sank over 130 years ago, the Yost Journal is the only primary source of information that remains about this unique Civil War Gunboat.

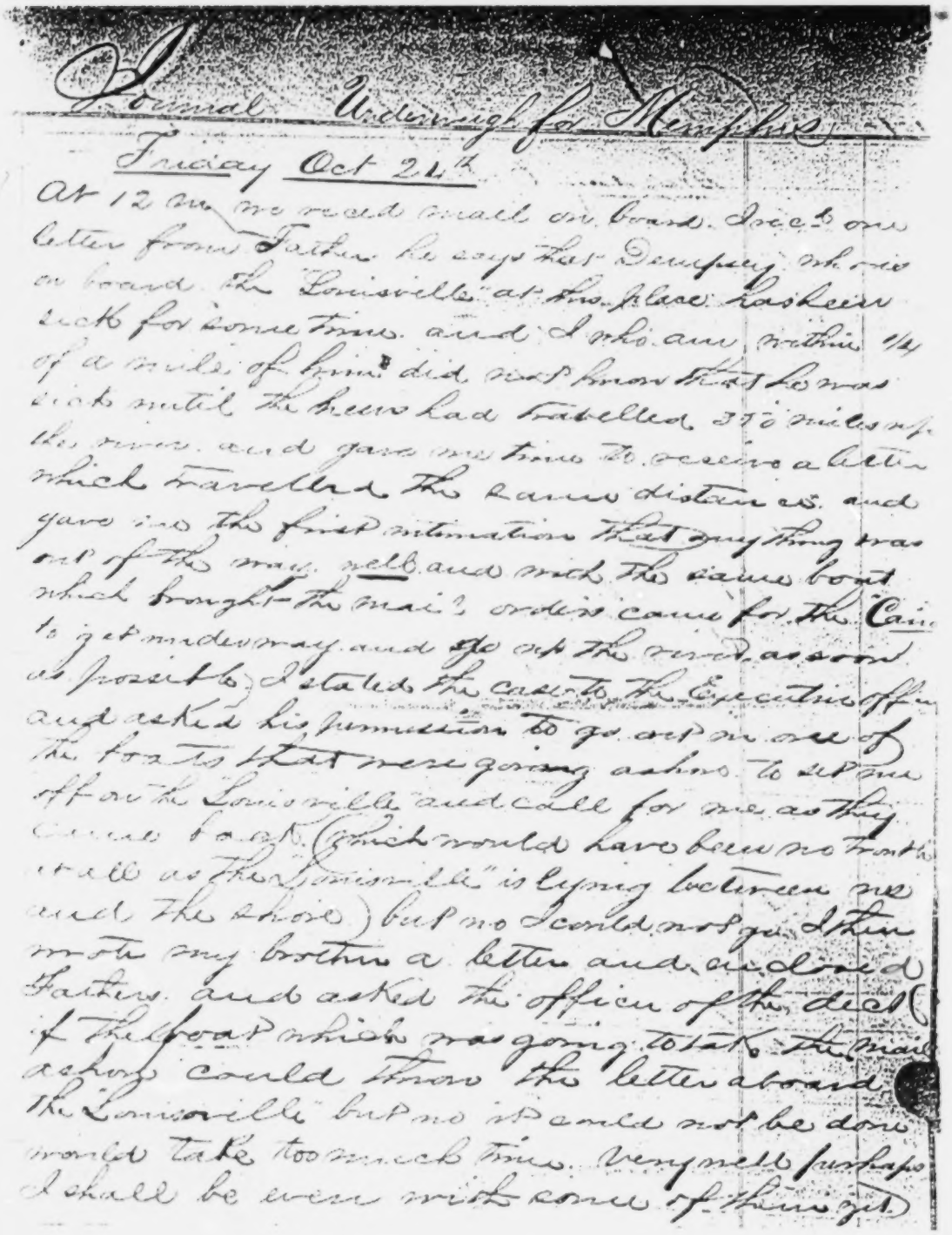
Although several books have been written about the U.S.S. CAIRO, these books were not written by eyewitnesses, and are thus considered secondary sources. Researchers often consult primary or original sources, like the Yost Journal To make an original document more readable, it is often necessary to transcribe, or write out, the document. By transcribing the journal of George Yost, we have learned much about the career of the U.S.S. CAIRO and her crew. What can you learn?

Methods:

Provide students with copies of original page from George Yost Journal. Instruct students to transcribe the Journal entry by handwriting it on a separate piece of paper. When students are finished, ask for a volunteer to read the transcribed Journal entry and then discuss the contents.

George Yost Diary materials used with the Permission: Illinois State Historial Library, Springfield Illinois

CLASSROOM ACTIVITY
Original Page, George Yost



Journal Underweigh for Memphis

Friday Oct 24th

At 12 am we received mail on board. Inc'd one letter from Father he says that Dempsey who was on board the "Louisville" at this place has been sick for some time. and I who am within 1/4 of a mile of him did not know that he was sick until the boat had travelled 375 miles up the river. and gave me time to receive a letter which travelled the same distance. and gave me the first intimation that anything was out of the way. yesterday and such the same boat which brought the mail, orders came for the Cairo to get underway and go up the river as soon as possible. I stated the case to the Executive officer and asked his permission to go up on one of the boats that were going ashore to report off on the "Louisville" and call for me as they came back (which would have been no trouble as the "Louisville" is lying between me and the shore) but no I could not go. I then wrote my brother a letter and one to Father. and asked the officer of the deck if the boat which was going to take the mail ashore could throw the letter aboard the "Louisville" but no it could not be done would take too much time. very well perhaps I shall be even with some of them yet.

BEST COPY AVAILABLE

Yost Answer Key

In The Words of George Yost - Answer Key:

1862 Journal Underweigh for Memphis 51

Friday Oct 24th
At 12 m. [midday] we receed mail on board. I recd one letter from Father he says that Dempsey who is on board the "Louisville" at this place has been sick for some time, and I who am within 1/4 of a mile of him did not know that he was sick until the news had traveled 350 miles up the river and gave me time to receive a letter which traveled the same distance and gave me the first intimation that anything was out of the way, well, and with the same boat which brought the mail orders came for the "Cairo" to get under way and to go up the river as soon as possible. I stated the case to the Executive Officer and asked his permission to go out in one of the boats that were going ashore to set me off on the "Louisville" and call for me as they came back (which would have been no trouble at all as the "Louisville" is lying between us and the shore) but no I could not go. I then wrote my brother a letter and enclosed Fathers and asked the officer of the deck if the boat which was going to take the mail ashore could throw the letter aboard the "Louisville" but no it could not be done would take too much time. Very well perhaps I shall be even with some of the yet.

Suggested Questions:

1. Who was Dempsey?
2. On what ship was he stationed?
3. How far apart were George and Dempsey?
4. Why was George upset?

George Yost Diary materials used with the Permission: Illinois State Historial Library, Springfield Illinois

Is It Enough?

Classroom Activities: Mathematics
Social Studies

Grades: 3 - 8

Objectives: To teach students that strategies and tactics are not the only components of winning a battle. Without the right combinations of supplies battles can be lost.

Materials: Five colors of construction paper or poster board (two or three sheets depending on size), one black felt tip pen, envelopes, pencils, blindfolds, paper and color markers for graphs.

Background:

The Vicksburg Campaign represented two different types of military tactics. Both armies needed supplies. The Confederates stockpiled food and ammunition at Vicksburg in the event of a siege. The Union soldiers traveled great distances from their supply wagons and lived off the land. The quartermasters on both sides had to determine the needs of the soldiers, horses, and, on the Confederate side, the civilian population. How much food, clothing, fodder for horses, ammunition and medical supplies would be need to maintain an army of 30,000 - 40,000 troops?

Method:

Divide the class into teams of three or four students. Each group represents a regiment. Divide the regiments into Union and Confederate. Make a set of 2" x 2" cards. For a classroom of 30 students, make thirty cards each of five colors to represent supplies. Mark 5 pieces of each color 20; mark 25 pieces of each color 10.

Orange:	Friction caps and primers for muskets and artillery pieces.
Blue:	Water for troops and horses.
Yellow:	Gunpowder
Red:	Meat
Green:	Flour, Salt

Do not tell the students what the colors represent. In a large area, scatter the colored pieces of paper. Have each team write their unit name on the envelope, which should be left on the ground anchored with a rock at their starting area. Have the students line up by their regimental headquarters (the envelope). Give the units their regiment's conditions. When all the colored squares have been picked up, the supply gathering is over.

Have the students regroup at headquarters and place the colored papers in the envelope. Explain what the colors and numbers represent.

Have each group total their supplies and create a graph. What conditions prevented them from gathering all the necessary supplies?

Is It Enough? Regiment Conditions

Your unit has suffered heavy casualties.Half of the unit must stay at headquarters, the remaining members have been injured and must gather supplies by hopping on one foot.

Your unit can only forage for supplies at night. All members are blindfolded. Your unit is constantly being attacked by cavalry troops. You lose half your supplies before returning to headquarters .

Your unit is surrounded and can only send one soldier at a time to collect supplies. Each soldier can collect only one piece of paper before returning to headquarters.

Options:

To reflect the conditions of the Vicksburg Campaign, different supply scenarios can be tried.

1. A group of students acts as a supply train carrying all the supplies. They must walk in single file. They are harassed by a cavalry unit. Because the supplies are heavy the cavalry unit can only carry ten percent with them. The remainder can he gathered by the other units, however they have only 1 minute to gather what they can carry.

2. Two units represent troops living off the land. The troops can spread out in a line and forage.

3. Two units are Confederates at Vicksburg. Their supplies have been placed in the envelope. They lose half their ammunition during the first few minutes. Then all their water is polluted. They must share their food supplies with a civilian unit. The remaining unit is Union. They are constantly being resupplied. They control the water and have a perimeter around the city. The Confederate soldiers must sneak out of the fort to get ammunition. They barter with the Union soldiers for food. What supplies would the Union soldiers want? (tobacco) Each minute they loose a food source. Each minute Union forces acquire two supply papers.

Killing Commanders

Classroom Activities: Mathematics
Social Studies

Grades: 4- 12

Objectives: Students will evaluate a general's performance based solely on the rate of fatalities among his units. Older students can discuss how these statistics could be used to enhance or destroy a general's reputation. Older students can make comparative studies of death statistics from other American wars.

Materials: Historical reference material or encyclopedia. Paper, pens, calculators (optional), graph material

Background:

The Civil War was the bloodiest conflict in American History. New military technologies and lack of adequate medical care contributed to the high number of casualties. Leadership, or lack of leadership, often placed units in harms way. As Private Alfred Davenport 5th New York put it;"The men put no trust in Hooker's bluster, he will simply get us killed, as Burnside did." Who were these killer commanders?

Methods:

Have students analyze statistical data from the Civil War. Using the lists below have students rank the commanders from bloodiest to fewest killed. Have students determine percentages of fatalities, wounded and missing for these generals. If you wish to narrow the scope, have students analyze the data from just one battle of the Civil War. Rank the commanders on both sides.

Robert E. Lee	Ulysses S. Grant
Stonewall Jackson	William T. Sherman
James Longstreet	James McPherson
Joseph Johnston	Philip Sheridan
Pierre T. Beauregard	George B. McClellan
A.P. Hill	George Meade

Have students construct a graph showing the results of their analysis. This activity can be expanded to statistical analysis of battles, regimental losses, losses by state, etc...

Letters Home

Classroom Activities: Language Arts
Social Studies

Grades 4- 12

Objectives: Students will assume the role of a Civil War soldier and write a letter to his Family describing camp life and events during the Siege of Vicksburg.

Materials: Background sheet, sample letters, state listing, paper, pens, envelopes and stamps.

Background:

To soldiers, letters from home provided encouragement and welcomed information. During the Civil War these letters would arrive one to three months after they were written. It did not matter to the soldiers. They enjoyed reading about life at home, neighborhood gossip, and how the farm was doing. These letters helped the soldiers endure the hardships of battle and camp life.

In turn, family and friends were flooded with letters from the soldiers. In great detail soldiers described camp life, quality of food or lack of food, wrote with great joy of capturing enemy supplies and soldiers. Many wrote about their strong religious beliefs and their powerful sense of patriotism. The most horrifying letters described the screams and cries of dying comrades.

Although soldiers sometimes exaggerated their heroic baffle deeds, these letters remain an excellent primary source for historical research. In addition to gaining historical insights from these letters, researchers learn more about the person who wrote the letters. The humor, misspellings, grammatical errors and penmanship speak of the common soldiers who wrote

Methods:

Read the background information and sample letters to the students. Have each student assume the role of a soldier during the Siege of Vicksburg. (Union or Confederate, black or white, soldier, cannoneer, Chaplain, medical etc...) and write a letter to their home.

Variations:

Assign a student a state to be from, have them write a letter describing their first impressions of Mississippi. Mail the letters a month later. This will help students understand the sense of waiting the soldiers experienced.

Letters Home - Sullivan Ballou

A week before the First Manassas (First Bull Run), Major Sullivan Ballou of the 2nd Rhode Island wrote home to his wife in Smithfield:

July 14, 1864

Camp Clark, Washington

My very dear Sarah:

The indications are very strong that we shall move in a few days - perhaps tomorrow. Lest I should not be able to write again, I feel impelled to write a few lines that may fall under your eye when I shall be no more...

I have no misgivings about, or lack of confidence in the cause in which I am engaged, and my courage does not halt or falter. I know how strongly American Civilization now leans on the triumph of the Government, and how great a debt we owe to those who went before us in blood and sufferings of the Revolution. And I am willing-perfectly willing-to lay down all my joys in this life, to help maintain this Government, and to pay that debt...

Sarah my love for you is deathless, it seems to bind me with mighty cables that nothing but Omnipotence could break; and yet my love of Country comes over me like a strong wind and bears me unresistibly on with all these chains to the battle field.

The memories of the blissful moments I have spent with you come creeping over me, and I feel most gratified to God and to you that I have enjoyed them so long. And hard it is for me to give them up and burn to ashes the hopes of future years, when, God willing, we might still have lived together, and seen our sons grown up to honorable manhood, around us. I have, I know but few and small claims upon Divine Providence, but something whispers to me-perhaps it is the wafted prayer of my little Edgar, that I shall return to my loved ones unharmed. If I do not my dear Sarah, never forget how much I love you, and when my last breath escapes me on the battlefield, it will whisper your name.

Forgive my many faults, and the many pains I have caused you. How thoughtless and foolish I have often times been! How gladly would I wash out with my tears every little spot upon your happiness...

But, O Sarah! If the dead can come back to this earth and flit unseen around those they loved, I shall always be near you; in the gladdest days and in the darkest nights...always, always, and if there be a soft breeze upon your cheek, it shall be my breath, as the cool air fans your throbbing temple, it shall be my spirit passing by. Sarah do not morn me dead; think I am gone and wait for thee, for we shall meet again...

Sullivan Ballou was killed at the first battle of Manassas.

Letters Home - B.F. Stevenson

B.F. Stevenson, a surgeon with the 22d Kentucky wrote to his wife:

In hospital, in rear of Vicksburg, May 23, 1863

Dear Wife, I have not, for more than two weeks, had an opportunity to write to you. New events have trod so rapidly on the heels of old, that I have had no time for anything but my official duties....

The 22d has been engaged for three days, and suffered severely in wounded men yesterday. During the evening I amputated a leg for three of our boys above the knee and one below the knee, and four days I did the same at Champion Hill for two men, and one man of an Indiana regiment. In the same period I resected the upper third of the arm (humerus) for two 22d men, and for one of 42d Ohio, and I have seen any amount of minor surgery, I am surfeited, sick and tired of witnessing bloodshed...

The defenses of the city are formidable and may require a regular siege, in which event we shall be here for some time. I fear you will charge me with thinking of nothing but sieges, and battles and bloodshed, but surrounded as I am with such scenes, what else have I to think of? The weather here has been the most propitious for our operations possible. The wounded get along as finely as I have ever witnessed with wounded men anywhere....

I am worked up to my utmost capacity, but this you know I never object to. Love to all, with kisses to the children, and say that I hope to see them. Remember me kindly to enquiring friends.

Letters Home - William Lovelace Foster

William Lovelace Foster was regimental chaplain of Company F of the 35th Mississippi Volunteer Infantry Regiment. His regiment served at Vicksburg during the siege. His lengthy letter to his wife gives valuable details of the siege. He also conveys the hopes, frustrations and struggles of the Confederate forces at Vicksburg. As regimental chaplain, he spent a great deal of time in the hospitals. His accounts are graphic and may offend some readers. The complete letter was later published as Vicksburg: Southern City Under Siege.

May 19th

The cannonading subsides - a perfect road of small arms breaks forth. A charge! a charge! is whispered along the lines. When this becomes apparent, a strange uneasiness - dread came over my mind. I confess I feared the result of the enemies first assault upon our works. They were flushed with success-ever since they had landed at Grand Gulf they had been victorious... Can our men withstand the mighty concussion that awaits them. Under cover of a heavy artillery fire they wind through the valleys until they come in a short distance of our works. In perfect order they form a solid body, six deep...they rush with flying banners - glittering arms. On they come. Our cannon pours forth deadly grape into their ranks. They fill up the vacant gaps, without pausing a moment... They come now in seventy yards of our lines. Now a thousand heads rise above. Above the earthworks, a thousand deadly guns are aimed - the whole lines are lighted up with continuous flash of firearms - every hill seems to be a burning smoking volcano. The enemies solid columns reel - totter before this galling fire-like grass before the moving scythe they fall. After the enemy retired - the smoke had been dissipated, an awful scene was spread before the eyes of our brave men. The hillside was strewn with the dead - dying... Thanks be to the Great Ruler of the Universe, Vicksburg is still safe. All my fears in reference to taking the place by storm now vanished. The same quite stars now look down from the serene skies. Alas! many eyes that looked up to them now are darkened by death - shall never open again until the heavens be no more.

May 22, Friday

On passing through the hospital what a heart-rendering spectacle greets the eye. Here we see the horrors of dreadful war!. It is not on the field of battle amid the confusion - clamor of arms, where the sulphurous smoke - the thundering cannon drowns - hides the cries - mangled bodies of the dead - wounded victims, but in the solemn hospitals where the wounded - dying are conveyed that the awful horrors of war are depicted. The first sight that greeted my eyes was most appalling. There lay a man with most frightful countenance, scarcely human so much disfigured he was. His hair, eyebrows - eyelashes singed off - his face blackened - burned to a crisp with powder. His mother could not recognize him - Every feature was distorted - his eyes were closed - water running from his scalded mouth. His groans are pitiful - low - plaintive. He can only lie on his back. There he lies - there he must lie for weeks unless death comes to his relief. I behold a youth, not more than seventeen, lying on his back-with eye entering his jaw -

lodging there in the bone, which could not be removed... Here are several with their arms cut - There is one with his whole underjaw torn off - his shoulder mutilated with a shell. Here is one with his arms - leg both amputated. What would life be to him if he could survive. There is one who had a pair of screw drivers driven into his jaw - temple. He floods his bed with blood. Why should I proceed any further? Every part of the body is pierced. All conceivable wounds are inflicted. The heart sickens at the sight.... The weather is excessively hot -the flies swarm around the wounded... Never before did I have such an idea of the cruelty - the barbarism of war.

May 25th, Monday

.... a flag of truce was sent from our General to the enemy requesting that they would bury their dead... While this sad work is going on the enemy - our men approach near enough to hold conversation. The Missouri Regiment from each side begin to inquire for friends and relatives. Old friends, once friends, now meet - extend the welcome hand. A brother meets a brother-bound by such ties which no relations in life can sever.

Second Week of siege

It was during this week that the first courier from Gen. Johnston reach our lines, after much difficulty - danger. He came down the Yazoo in a small canoe - then down the Mississippi river - having been fired upon frequently. He brought the intelligence that Gen. Johnston was organizing an army at Canton - that he would soon come to our relief. Their news was extended down the whole lines by order of Gen. Pemberton. How it cheered the hearts of our brave soldiers. Already were they encouraged - greatly lifted up by their repeated victories over the assaulting enemy. Now they felt deliverance was at hand.

Forth week of siege

Another week draws to a close - no relief for Johnston. Our men are weak from constant fasting - long continued confinement. Some become disheartened - begin to fear that Johnston will not come at all. How long will our rations last. Some say not more than another week. Then we hear there is enough to hold out to the forth of July.

Sixth and Seventh Weeks

An awful explosion takes place. The hill is shaken as if by an earthquake. Louder the thunders of heaven rolls on this mighty sound. It seems like the earth is moved- The hill is torn up, the fort is demolished - ruin is spread all around. Now they make another charge before the clouds of dust - smoke disappear. The noble 3d Louisiana receives it with their wonted courage. They drive back the foe with dreadful slaughter, sustaining a heavy loss themselves.

The sixth week had now closed - nothing from Johnston. Our fate seems to stare us in the face. Still we hear rumors that he is coming with a mighty army. O that we could hear his cannon

thundering in the rear! What a welcome sound. Cant our government send us relief. Shall Vicksburg fall for the want of energy on the part of our government? Will all the blood shed be spilled in vain? For the first time dark doubts would cross my mind.

July 4th

I arose by the dawn of the day, I listen for the usual sharpshooting- The crack of rifle is not heard...The bright sun rises. The sound of firearms is no more heard....Darkness settles over my mind. Upon looking up the street I behold a sight that I fondly hoped never to see. A Yankee officer, in blue uniform, galloping down the streets of Vicksburg. This too on the 4th of July. Here comes those hateful gunboats. They can now pass our batteries with impunity... They now rejoice, while we weep - lament. At twelve o=clock the sound of music greets our ears. Here comes the victorious army with flying banners - joyful music. They are covered with dust - for clouds of it rise as they march. They did not seem to exult much over our fall, for they knew that we surrendered to famine, not to them. The streets are now filled with their soldiers- They break open stores - closed houses - pillage -destroy the contents...They invited our men to share in the booty - they feel no reluctance in participating. Now the steamers come pouring down the river as by magic. Ten or twelve can be seen landing at the same time.

At the close of the day, I visit once more Sky-Parlor. How changed the scene. Spread before me are the splendid steamers of the enemy, exhibiting the riches - power of our strong - wealthy foe. As I looked upon the scene - reflected upon the might blow we had just received - upon a long - protracted war that now awaited us - upon the streams of blood yet to be shed - upon the slaughter of our young men - the carnage - desolation - destruction which should sweep over our beloved South, tears of bitter anguish fell from my eyes - a cloud of darkness - gloom settled upon my mind. Farewell ye might hills, upon whose rugged peaks, I have often stood - with solemn awe admired - adored the power of the Almighty to who belongs the strength of the hills - deep valleys... And, thou great Father of Waters, upon whose lovely banks I have stood as sentinel in the silent watches of the night... Now my dearest One, I must close this long letter, the longest no doubt which you will receive from my pen.

Your most affectionate Husband

W.L. Foster

Living History

Classroom Activities: Language Arts
Social Studies

Grades: 7 -12

Objectives: Students will research historical plays and write multi character skits based ON the Vicksburg Campaign.

Materials: Resource Center to review other plays and references on the Vicksburg Campaign. Writing materials or computer. Imagination

Background:

Since ancient times, people have created dramas and comedies about their history and in particular their wars. Whether it is the Iliad, or Richard III, plays have been presented to the public to help them better understand history.

Methods:

Divide the class into groups. Have each group research an aspect of the Vicksburg Campaign. Have the students write and present skits relating to their topic.

Maps

Classroom Activities: Art
Geography
Language. Arts
Social Studies

Grades: 5- 12

Objectives: Students will read and construct a map to demonstrate a knowledge of physical geography and spatial relations during the Siege of Vicksburg.

Materials: Map Activity Sheets, Writing materials, art supplies.

Background:

Maps were a critical aspect of any battle. Generals would plan strategies and tactics based cavalry reconnaissance, spies and maps. Maps provide the preliminary information to plan the strategy for the campaign.

Method:

Students will research reference materials, including topographic maps of the Vicksburg area. Using the activity sheet map, students will outline the strategies of the Union and Confederate armies during the siege. The class may be divided into groups. Each group will make tactical decisions based solely on the information on the map. Students will construct a map of the Vicksburg area with their battle plan. Students will then compare their strategies and tactics with the actual map from the siege.

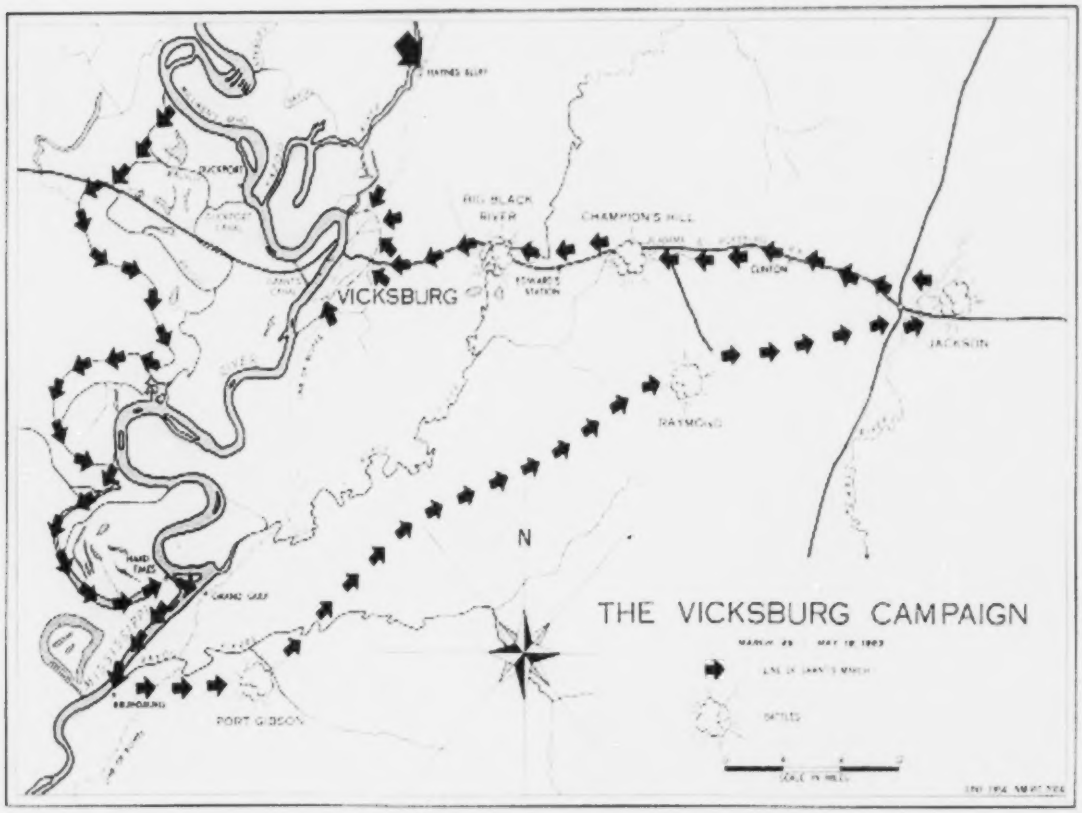
Younger students

May color the map of the Siege of Vicksburg and identify the location of earthworks, historic roads, railroads, creeks and venous boundaries. They can answer the questions on the activity sheet.

Challenge to older students:

Divide the class into two groups, Confederate and Union. Each member of the group is a general trying to get the group to adopt their plan. By the end of a two day session the groups must design a strategic plan to defend or open the Mississippi River. Using; topographic map of the United States, the students will mark sites of forts, possible battles, major economic, transportation and supply centers. Once the groups have developed their strategies, they will decide on the tactics necessary to achieve their goal. This is an excellent introductory activity to the Western front of the war. The students can refer back to their plans as they study Civil War.

Map of the Vicksburg Campaign



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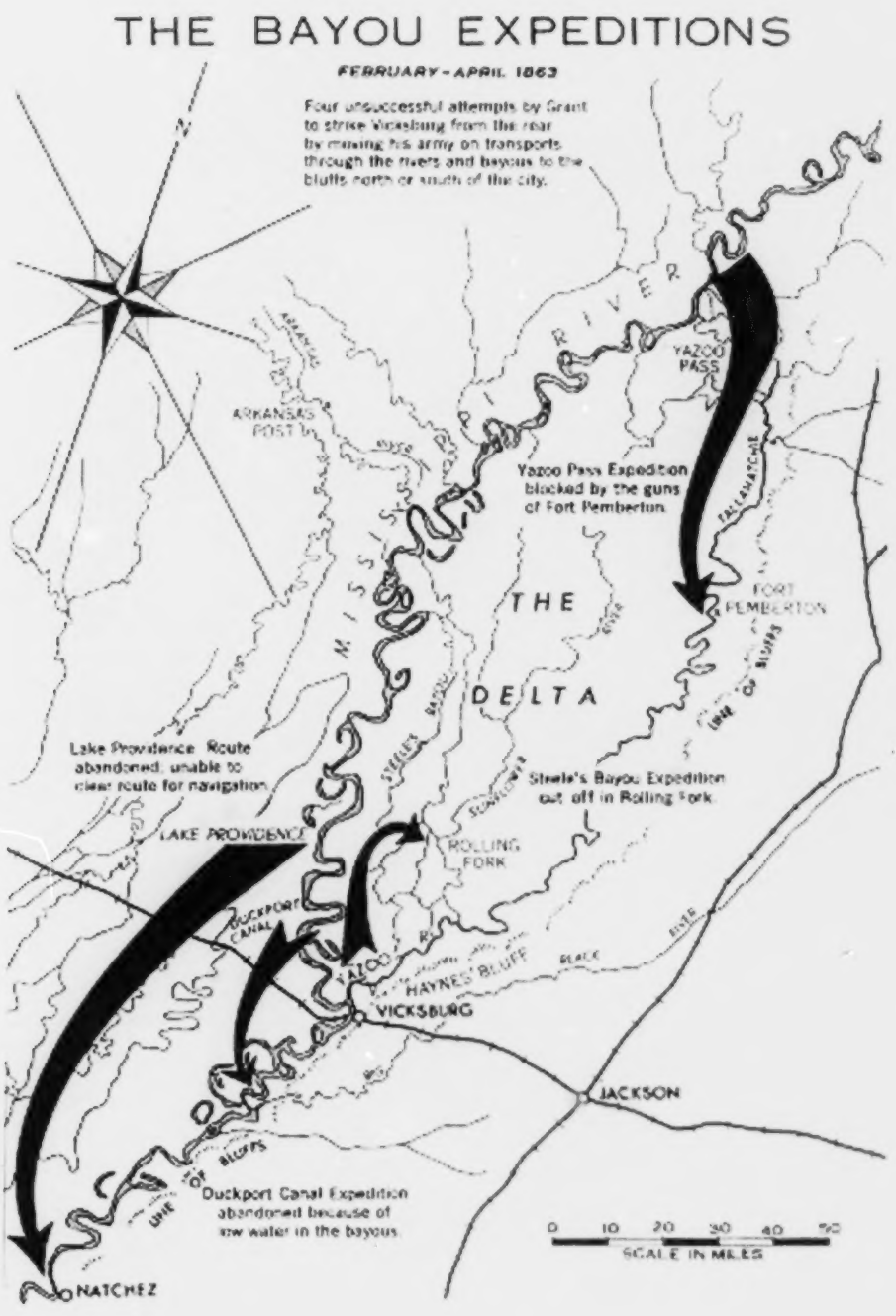
Map of the Bayou Expeditions


THE BAYOU EXPEDITIONS
FEBRUARY - APRIL 1863
Four unsuccessful attempts by Grant to strike Vicksburg from the rear by moving his army on transports through the rivers and bayous to the bluffs north or south of the city.
N
MISSISSIPPI RIVER
YAZOO PASS
ARKANSAS POST
Yazoo Pass Expedition blocked by the guns of Fort Pemberton
FORT PEMBERTON
THE DELTA
Lake Providence Route abandoned, unable to clear route for navigation
Steele's Bayou Expedition cut off in Rolling Fork
LAKE PROVIDENCE
ROLLING FORK
DUCKPORT CANAL
YAZOO R.
HAINES' BLUFF
VICKSBURG
JACKSON
Duckport Canal Expedition abandoned because of low water in the bayous
NATCHEZ
0 10 20 30 40 50
SCALE IN MILES

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Map Activity Sheet

Methods:

Have the students refer to large map of the Mississippi River Valley. Have them locate: Vicksburg, MS, Port Hudson, New Orleans, LA, Helena, AR, Memphis, Fort Pillow, Fort Donelson, TN, Columbus, KY, Cairo, IL, New Madrid, Belmont, MO. Have the students answer the following questions.

1. Why was Vicksburg so important to the Union and Confederates

2. Why was Vicksburg a good place to build fortifications?

3. On the topographic map of Vicksburg, mark the old river channel. Mark the sites where you would place forts and batteries.

4. Why was the big bend in the river, important to the defenders of Vicksburg?

5. Looking at the scale of miles, estimate how many miles of fortified lines would be needed to protect Vicksburg today?

6. What features protected Vicksburg from land attack? Which direction would be the way to assault the city?

7. Why wouldn't fortified lines work today? Why did they not work in 1863?

Color the river light blue, the old channel dark blue, color the swamps green, bluffs brown. roads red, railroads black.

Medicinal Plants

Classroom Activities: Art
Science

Grades: K - 12

Objectives: Students will learn how important plants were to doctors in the Civil War. Students in grades K - 3 can simply color the plants and take a walk at the park or around the school, when the various plants are blooming. The teacher can explain to them how they were used in the Civil War.

Materials: Copy of the medicinal plants activity sheets, index cards, crayons or markers, glue, scissors, large grocery bag.

CAUTION: Do not sample any of the plants, many are poisonous!!

Background:

"I do not believe I have ever seen greater misery from sickness" wrote Medical Inspector General Thomas F. Perly. Disease, not the bullet, was the number one killer in the Civil War. Of the 620,000 deaths, more than half were from disease. Thousands died from scurvy, dysentery, typhoid, diphtheria and pneumonia. In the first year of the war, farm boys were suddenly exposed to measles and mumps. These "childhood" diseases were the number one killer in 1862. Antibiotics were far in the future, so the medical staff depended on nature to cure the ailments. Some were very effective, while others produced a "psychological cure." Even today we depend on nature for medicines. Penicillin is a mold, interferon comes from the bark of the North Pacific Yew and the cure for one type of leukemia comes from a periwinkle found in Madagascar.

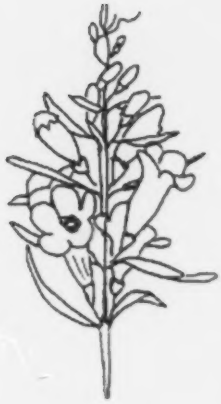
Method:

Start the activity by asking your students to describe ways in which plants are important to people. List their answers on the chalkboard. Make a set of medicinal plants trivia cards. Pass out a copy of the plant pictures and the descriptions. Have the students color the pictures, cut them out and paste them to index cards. Have the students cut out the descriptions and glue them to index cards. Make | four cards labeled WILD. Place all the cards in a I large paper bag. Divide the class into two teams and explain that the object is to be the first team to collect at least five sets of medicinal plant cards. Put a list of the plants on the chalk board. Have each team appoint a spokesperson. Ask each team a different trivia question from the activity list. Team members can discuss the question, but the answer must come from the spokesperson. There is no penalty for missing a question but the other team gets a chance to answer it. If they give a correct answer the team draws one card from the bag. A "WILD" card can replace one of the drawings or descriptions.

1

2

3



4

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18

Medicinal Plants
Key

1. Black Raspberry
2. Cardinal Flower
3. Common Nightshade
4. False Foxglove
5. Fleabane
6. Flowering Dogwood
7. Indian Hemp
8. Jack-In-The-Pulpit
9. Jimsonweed
10. Mayapple
11. Pokeweed
12. Redbud
13. Sassafras
14. Skunk Cabbage
15. Staghorn Sumac
16. Trout Lily
17. Verbena
18. Violet

Medicinal Plants Activity Sheet

PLANT NAME	DESCRIPTION	BELIEVED CURE
Black Raspberry	Fruit: purple-back Stern archers completely over the other root tip	General tonic and astringent properties, Dysentery
Cardinal Flower	Brilliant red elongated cluster on an erect stalk	Typhoid Fever
Common Nightshade	Whitish flowers with projecting cones of yellow anthers followed by green berries turning black	POISONOUS Intense digestive disorders and nervous symptoms
Fleabane	Tall lanky plant with hard hairy leaves	Respiratory distress, internal injuries and bruises. Today it is used in cough syrups
Flowering Dogwood	A lovely small flowering tree with a short trunk; large white flowers in spring, bright red berries in winter	Astringent to stop bleeding, Substitute quinine to treat malaria
Foxglove	Smooth stem with clusters of yellow funnel shaped flowers	Cardiac problems, (digitalis is a component of foxglove)
Indian Hemp	Small greenish white flowers	Intermittent and recurring fevers, Amenorrhoea, Leukorrhea and other female complaints
Jack-in-the-pulpit	Curving ridged hood either green or purplish brown	Reduce swelling from rattlesnake bite
Jimsonweed	A tall, stout, smooth plant with a greenish or purplish stem, trumpet shaped flower	Mosquito bites, a narcotic used for asthma
Mayapple	Large leaf with a solitary flower, purplish under the leaf	Purge summer diarrhea, good for mental conditions, rheumatism and liver ailments
Pokeweed	A tall, large branching plant with a reddish stem and long clusters of small white flowers	Upper respiratory infections, pharyngitis (sore throat), rheumatism & liver ailments
Redbud	Short tree with a rounded spreading crown, pink flowers in the spring, with pea like pods in the fall	Dysentery

Sassafras	Aromatic tree, a shrubby appearance due to stout branches, can have as many as five different shaped leaves	Diaphoretic (increases sweating) used to lower temperatures
Skunk Cabbage	A large brownish-purple and green mottled shell like spathe; covered with tiny white flowers	Expectorant and respiratory sedative; used in acute asthmatic attacks
Staghorn Sumac	Shrub or small tree with branches and green flowers in terminal clusters. Berries are red in fall	POISONOUS Styptic and astringent
Trout Lily	Leaves oval; flower yellowish and hanging downward	Relieves hiccups, vomiting, hematuria and bleeding from the lower bowels
Verbena	Purple flowers, leaves egg shaped, coarsely toothed. Stern has whitish hairs	Vomiting, digestive disorders
Violets	Leaves rounded or heart shaped with flower on stem from center	Skin diseases

Medicinal Plants Trivia Questions

1. Name two types of trees used to make medicine?

   Dogwood, Redbud, Sassafras, Staghorn Sumac

2. Name a plant used to treat mosquito bites?

   Jimsonweed

3. What bright red flower was used to treat typhoid fever?

   Cardinal Flower

4. What plant contains digitalis?

   Foxglove

5. True of False: If you eat plants in the forest you could die.

   True

6. This plant was nicknamed "Indian Turnip." It is as hot as tabasco sauce. It was used to treat rattlesnake bites.

   Jack-in-the-Pulpit

7. This plant's flower and fruit hide under a large umbrella like leaf.

   Mayapple

8. Name the plant used today to make salads.

   Pokeweed

9. This small tree's bark smells like root beer.

   Sassafras

10. This lanky plant is still used today for cough syrup.

    Fleabane

11. This tree's berries are a major source of food for birds in the winter.

Flowering Dogwood

12. This plant's name comes from its smell.

Skunk Cabbage

13. Name two plants used to treat asthma.

Jimsonweed, Skunk Cabbage

14. This tree' s bark was used as quinine.

Flowering Dogwood

15. Name two plants used to treat liver disorders.

Mayapple, Pokeweed

16. This spring berry was used as an astringent.

Black Raspberry

17. In the same highly poisonous family as tomatoes, it was used to cure digestive ailments.

Common Nightshade

18. Name two plants used to reduce fevers.

Indian Hemp, Sassafras

19. These delicate flowers were abundant and used for skin diseases.

Violets

20. Dysentery was a major killer in the Civil War. Name two plants used in its cure.

Black Raspberry, Redbud

21. True or False: Jack-in-the Pulpit was used to treat snake bites.

True

22. This tree's berries were very acidic and used as an astringent.

Staghorn Sumac

23. What plant was used in the treatment of internal injuries.

Fleabane

24. Name two plants that are still used today.

Black Raspberry, Fleabane, Sassafras

25. What is the name of the plant whose berries are harvested for jellies, juices and other foods?

Black Raspberry

Mementos

Classroom Activities: Language Arts
Social Studies

Grades: K-12

Objectives: Post trip activity to reinforce the battlefield tour

Materials: Keepsake cover, ribbon or binding material. Personal memento

Background:

Soldiers and sailors from both sides were often homesick. They would carry with them mementos from home. Often, they were daguerreotype (a type of photo) and personal items like rings or a lucky coin. One sailor on the U.S.S. CAIRO had a small doll's tea set that probably belonged to his daughter or niece.

Methods:

Each student will make a keepsake of the Vicksburg Campaign. The students may want to include their puzzles, maps, activities or postcards and photos of their trip.

Have the students pretend they are soldiers or sailors going to war. Have each student bring a memento that would remind them of home and discuss their choice with the class.

Name That State

Classroom Activities: Social Studies

Grades: 3- 12

Objectives: To introduce the geographical features of our country during the Civil War and how people from all walks of life served at Vicksburg.

Materials: Name That State Activity Sheets, pen or pencils

Background:

The Civil War, during the summer of 1863, involved people from thirty five states; twenty eight of these states had troops at Vicksburg. Their lives before, during and after the War are a part of our history. Not all survived the Siege of Vicksburg, yet their story is represented by the tales still told about the battle. For many, their names have been lost to time, but their home states chose to build lasting memorials to honor them.

Method:

Make copies of the Name That State activity sheets. Younger students can color the Union, Confederate and Border States. Read the questions to the younger students, pointing out the state which the question represents. Older students can answer the questions on their own.

Name that State Map

Name That State Activity Sheet

1. Major General Cadwallader C. Washburn, from Livermore _____ commanded the Yazoo Pass Expedition during the Vicksburg Campaign and later organized Washburn, Crosby, and Company (now General Mills).

2. Judge James Shirley, who owned the dwelling that would become known as the "White House" during the Siege of Vicksburg, was a native of this New England State _____

3. Thomas E. G. Ransom, a brigade commander at Vicksburg who died in 1864 after suffering the impact of four wounds, was born in Norwich _____

4. The pedestal for this state's memorial, which was the first erected in Vicksburg National Military Park, weighed 15 tons and was hauled through the streets of Vicksburg by 20 oxen. _____

5. In 1841, General John Thayer graduated from Brown University in _____

6. Major General Frederick Steele, whose ancestors founded the capital of this state, fought under Sherman in the disastrous repulse at Chickasaw Bayou and died in 1868 after suffering a stroke and falling from the buggy he was driving. _____

7. Generals Grant and Lee, among others, received their military training at West Point in _____ state.

8. Dr William Lord, who served as rector of Christ Episcopal Church where he held regular services during the bombardment of Vicksburg, was a graduate of Princeton Theological Seminary in _____.

9. This border state sent no troops to Vicksburg. _____

10. John C. Pemberton, from Philadelphia _____ commanded the Confederate forces at Vicksburg.

11. Killed by a shell fragment that struck him in the chest during the Battle of Champion Hill, Confederate General Lloyd Tilghman was born in this border state. _____

12. This state was formed from the 35 counties of Virginia west of the Shenandoah Valley and was admitted to the Union on July 4, 1863, the same day that Vicksburg surrendered. _____

13. A year after enduring the 47-day siege of Vicksburg, General Grant settled into a ten - month siege of Petersburg, _____,the longest siege in American warfare.

14. Major General John Horace Forney, who directed a division of Pemberton's Army at Vicksburg and was subsequently captured, was born in Lincolnton, _____

15. This was the first state to secede from the Union and the home of States Rights Gist, the Brigadier General who served under Joseph E. Johnston in the campaign intended for the relief of Vicksburg. _____

16. James Birdseye McPherson, who commanded the 1 7th Corps at Vicksburg, was shot down near Atlanta, _____ by skirmishers while attempting to reach his command after visiting Sherman's Headquarters.

17. William "Old Blizzards" Loring, who earned his nickname from his battle cry "Give em Blizzards, Boys!," was raised in this state where he fought against the Seminoles. _____

18. While leading the 20th _____ Infantry, Colonel Isham Garrott was killed on the the line by a Federal Sharpshooter before he received news that he had been promoted to Brigadier General.

19. Following the surrender of Forts Henry and Donelson in northwestern _____ General U.S. Grant earned his nickname "Unconditional Surrender."

20. Born near Lexington, _____ , Major General John C. Breckinridge was elected Vice President at the age of 35 and later served under Joseph E. Johnston in the Campaign to relieve Vicksburg.

21. This state erected a separate monument in Vicksburg National Military Park for each of its 39 units that served here. _____

22. Battery DeGolyer was named for Captain Samuel DeGolyer who was directing the fire of the 8th _____ Light Artillery Battery when he was mortally wounded.

23. James B. Eads, the riverine engineer who contracted the construction of the U.S.S. CAIRO, was a native of this state. _____

24. This sate had more than 36,000 participants in the Vicksburg Campaign, including a female in disguise named Albert D. Cashier. _____

25. "Old Abe" sits atop the _____ Memorial.

26. Dedicated in 1907, this state's memorial. is the first you will see on the driving tour of Vicksburg National' Military Park. _____

27. Born on the day that Robert E. Lee surrendered at Appomattox Courthouse, Henry Hudson Kitson sculpted this state's memorial along with eight others in Vicksburg National' Military Park. _____

28. This state's memorial is the only memorial on the battlefield dedicated to soldiers on both sides. _____

29. The famous Confederate ironclad named for this state bravely plunged into the midst of 38 Union warships anchored above Vicksburg in mid-July, 1862. _____

30. Benjamin H. Grierson led one of the greatest calvary raids of the Civil War through the length of this state in the spring of 1863. _____

31. This state's memorial stands within the Great Redoubt, the highest natural elevation in Vicksburg National Military Park. _____

32. This state's memorial is constructed of red granite and features a live yucca plant. _____

33. The modem memorial representing this state was erected in 1960 and features three circles representing the united, divided and reunited nation. _____

34. Major General E.O.C. Ord, who commanded the XIII Corps at Vicksburg, was on duty in this state during the Mexican War. _____

35. While serving as quartermaster in the territory that would become this state, Ulysses S. Grant entered into numerous business ventures, including an unsuccessful attempt to raise potatoes for profit in 1853. _____

Nothing Looks the Same

Classroom Activities: Art
Science
Social Studies

Grades: 4 - 12

Objectives: Students will analyze the ecosystems of a Northern Hardwood Forest and a Southern Hardwood Forest.

Materials: Identification books, poster board, markers, old magazines, glue, scissors

Background:

During the summer of 1863, Confederate soldiers were fighting in Gettysburg, Pennsylvania and Union soldiers surrounded Vicksburg, Mississippi. The common soldier of the Civil War experienced places they had only heard or read about. Many of these soldiers had never been away from their farm or community and were now walking the length and breadth of America. The landforms, and many of the plants and animals, were things they had never seen before. One Union soldier at Vicksburg spent hours watching the alligators in the bayous.

Method:

Students will research the plants and animals found in Mississippi and Pennsylvania. Students will create two charts using pictures or text. One chart will show which species were different, the second chart will show which were similar. The class can be divided into teams; each team research a species.

Possible species to compare:

Trees
Wildflowers
Birds
Reptiles
Mammals

** Remember the year was 1863; therefore, kudzu doesn't count!!!*

Odds n Ends
Educator's Guide
Vicksburg National Military Park

Other activities for the classroom teacher:

Cairo Word Search

Vicksburg Word Search

Scramble

Scramble Key

Battlefield Crossword

Battlefield Crossword-Solutions

USS Cairo Crossword

USS Cairo Crossword-Solutions

Cairo Word Search

D	S	E	L	F	R	I	D	G	E	B	G	Q
R	E	M	P	W	A	T	E	R	U	U	T	U
A	B	O	I	L	E	R	S	I	N	J	W	V
O	O	B	C	D	D	S	C	V	I	H	I	E
B	S	T	C	A	I	R	O	E	O	S	P	S
R	H	O	L	U	B	A	T	R	N	I	Y	S
A	O	R	L	I	E	C	L	O	P	N	V	E
T	T	P	O	R	T	B	N	N	L	K	A	L
S	T	E	A	M	W	P	U	A	A	I	N	B
D	F	D	G	I	H	S	O	L	O	N	P	Q
E	J	O	L	V	O	C	I	A	U	G	W	P
C	R	E	W	B	K	L	A	R	M	O	R	S

ARMOR
BOILERS
BOSUN PIPE
CAIRO
COAL
CREW
GUN
NAVY
PILOT
PORT
RIVER
SELFRIDGE
SHOT
SINKING
STARBOARD
STEAM
TORPEDO
UNION
VESSEL
WATER

Vicksburg National Military Park Word Search

A Z O P E M B E R T O N D F J K
C W H I T E H O U S E E N I M V
M T M I N I E B A L L U I B O I
F O R T H I L L M G R E D A N C
C A N N O N W L U N E T T E U K
R P E T T W M U S K E T K S M S
E F I F G P R E A M T B T I E B
D W D C O N F E D E R A T E N U
O B E L R R L G R F E A N G T R
U Y U A S F T N O I N U A E N G
B D W V I C M Q E R C H R E H M
T E S R M U R D E T H A G N H N

CANNON
CONFEDERATE
DRUM
FIFE
FORT
FORT HILL
GRANT
LUNETTE
MINE
MINIE BALL
MONUMENT
MUSKET
PEMBERTON
REDAN
REDOUBT
FIFLE
SIEGE
TRENCH
UNION
WAR
WHITE HOUSE
VICKSBURG

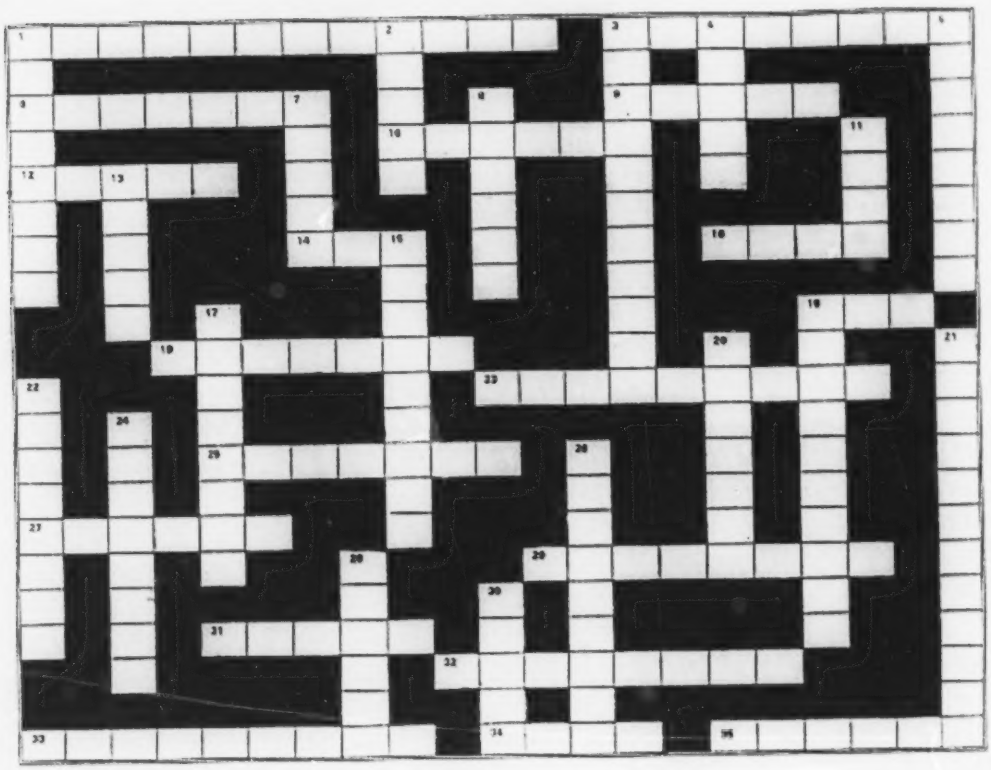
Vicksburg Word Scramble

1	BRICSVRUG
2	ILNOLCN
3	RGNAT
4	AESYLVR
5	EOECDANEFRTS
6	NNUOI
7	ENWPAOS
8	ABETLTS
9	ORAIRDASL
10	RVRIES
11	ERTSIBETA
12	TFROS
13	IGSEE
14	OSILRDES
15	AATRDKCH
16	TRAECR
17	UOGENWPDR
18	DLORAICNS
19	UPLESPIS
20	LAEPRO
21	MAIMNUTNOI
22	NONACN
23	HETENSCR
24	BTEOPENMR

Vicksburg Scramble Answer Key

1	VICKSBURG	16	CRATER
2	LINCOLN	17	GUNPOWDER
3	GRANT	18	IRONCLADS
4	SLAVERY	19	SUPPLIES
5	CONFEDERATES	20	PAROLE
6	UNION	21	AMMUNITION
7	WEAPONS	22	CANNON
8	BATTLES	23	TRENCHES
9	RAILROADS	24	PEMBERTON
10	RIVERS		
11	BATTERIES		
12	FORTS		
13	SIEGE		
14	SOLDIERS		
15	HARDTACK		

Battlefield Crossword



ACROSS

1. Washington Monument replica
3. Border state memorial
6. Earthen embankment
9. Lasted for 47 days
10. Obstacle formed by felled trees
12. "Black Jack" _____ , Union Gen.
14. Zigzag approach
16. "Billy _____ "
18. Southern government, abbr.
19. Four-sided fortification
23. Third _____ Redan
25. Crescent-shaped fortification
27. _____'s Approach
29. Famous ironclad highlights this memorial
31. _____ shooter
32. Northern anchor of Confederate defense line
33. Battery named for U.S.S. CAIRO Commander
34. Old Grave_____ Road
35. Wisconsin's War Eagle

DOWN

1. Popular Civil War cannon
2. Three-sided fortification
3. "Mighty _____ "
4. Exploding projectile
5. Largest memorial
7. Palmetto plants accent this memorial
8. Deep gorge
11. BONUS: Vicksburg National Military _____
13. Union Commander
15. Confederate Commander
17. Battery consisted of 22 cannon
18. Ironclad sunk by guns at Ft. Hill
20. Number of miles on battlefield tour road
21. Battlefield's only wartime structure
22. Dead are buried here
24. Spherical case shot
26. "_____ of the Confederacy"
28. "Old Blizzards" Confederate General
30. "Old _____ " Union Flag

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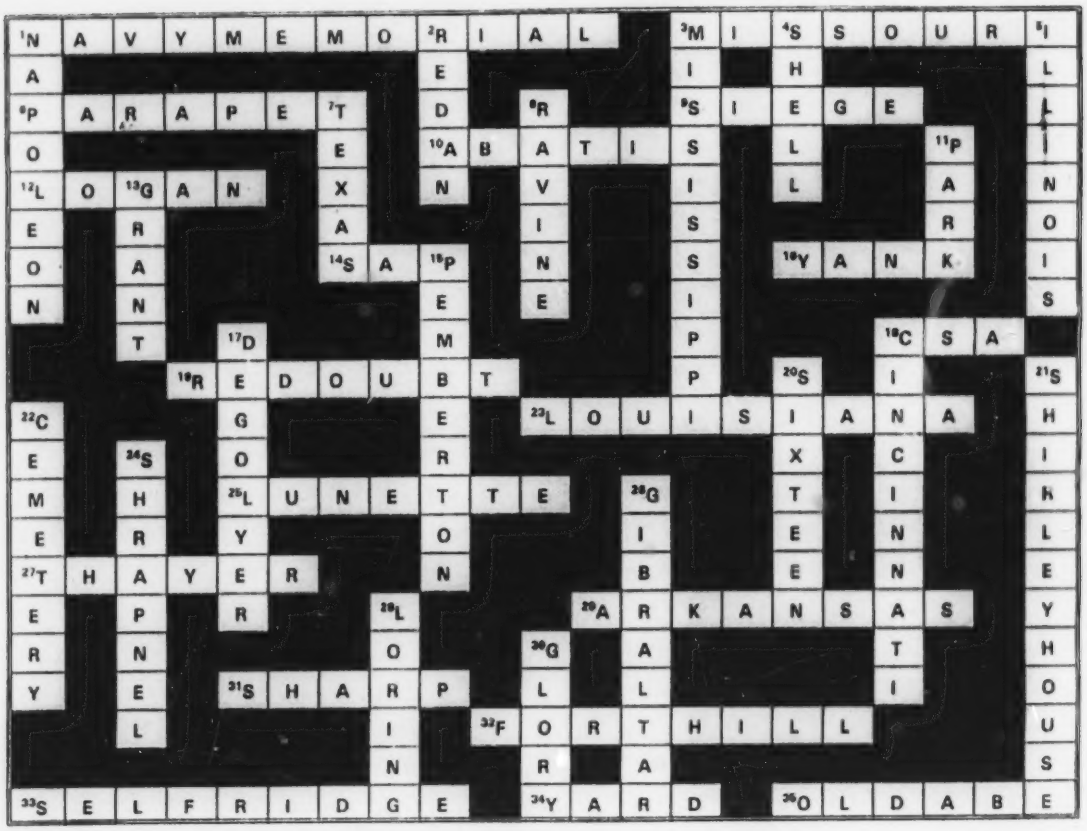
Battlefield Crossword Answer Key


1N A V Y M E M O 2R I A L 3M I 4S S O U R 5I
A E I H L
6P A R A P E 7T D 8R 9S I E G E L
O E 10A B A T I S L 11P I
12L O 13G A N X N V I L A N
E R A I S R O
O A 14S A 15P N S 16Y A N K I
N N E E I S
T 17D M P 18C S A
18R E D O U B T P 20S I 21S
22C G E 23L O U I S I A N A H
E 24S O R X C I
M H 25L U N E T T E 28G T I R
E R Y O I E N L
27T H A Y E R N B E N E
E P R 29L 29A R K A N S A S Y
R N O 30G A T H
Y E 31S H A R P L L I O
L I 32F O R T H I L L U
N R A S
33S E L F R I D G E 34Y A R D 35O L D A B E

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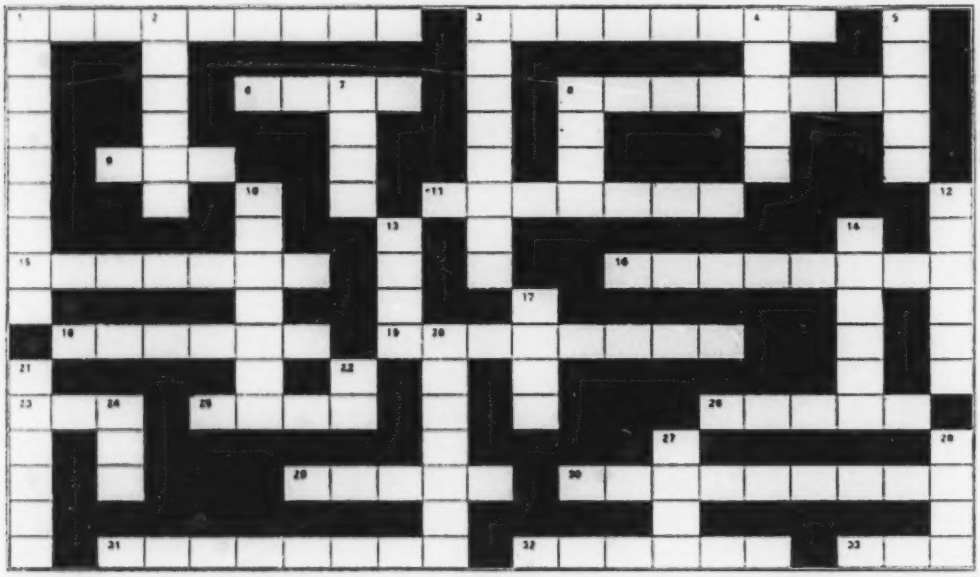
U.S.S. Cairo Crossword



ACROSS

1. CAIRO's Captain
3. CAIRO's had grey bands
6. _____ Class Ironclad
8. Ammunition was stored here
9. Front section
11. Hoisting machine
15. Directed gunboat's course
16. Type of iron used for armor
18. Cook room
19. Number of cannon on CAIRO
23. Toward the stern
25. CAIRO's fuel
26. Rear section
29. _____house
30. Upper deck
31. Ship's biscuit
32. Sailor's bath on CAIRO
33. Wood used to build CAIRO

DOWN

1. Right side
2. Six feet
3. Sloping armored side
4. River where CAIRO sank
5. CAIRO's engines were ____-driven
7. Chore
8. Military meal
10. Underwater mine
12. _____ wheel
13. Left side
14. Water drum
17. BONUS: _____clad
20. Sailor's bed
21. Navy man
22. CAIRO's home state, abbr.
24. A sailor, informal
27. CAIRO's numbered 175
28. Gunboat floor

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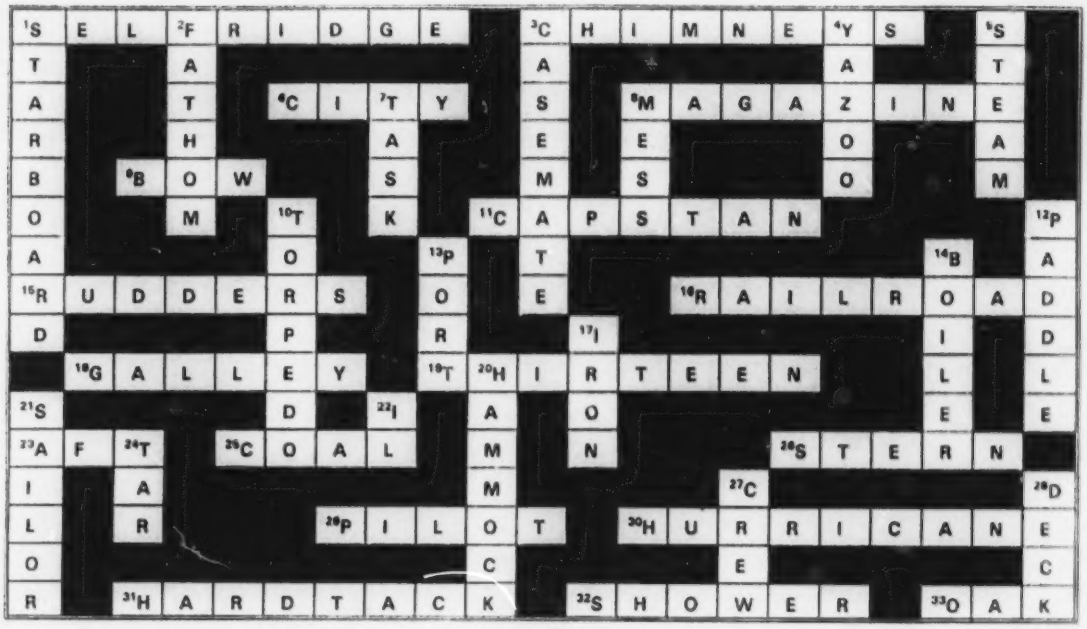
U.S.S. Cairo Crossword - Solution


1S E L 2F R I D G E 3C H I M N E 4Y S 5S
T A A A T
A T 6C I 7T Y S 8M A G A Z I N E
R H A E E O A
B 9B O W S M S O M
O M 10T K 11C A P S T A N 12P
A O 13P T 14B A
15R U D D E R S O E 16R A I L R O A D
D P R 17I I D
18G A L L E Y 19T 20H I R T E E N L L
21S D 22I A O E E
23A F 24T 25C O A L M N 26S T E R N
I A M 27C 28D
L R 29P I L O T 30H U R R I C A N E
O C E C
R 31H A R D T A C K 32S H O W E R 33O A K

Political Cartoons

Classroom Activities: Art
Language Arts
Social Studies

Grades: 7 -12

Objectives: The student will interpret and analyze Civil War political cartoons and compare them to present day political cartoons

Materials: Civil War Political Cartoon Activity Sheets. Local newspapers, national new sources.

Background:

One very effective way to change or direct public opinion is the political cartoon. During the Civil War, newspapers on both sides tried to sway public sentiment. Northern newspapers tended to be either pro Democrat or pro Republican. Their political cartoons often reflected party doctrine

Methods:

Reproduce and distribute Political Cartoons Activity Sheets. Instruct the students to examine each cartoon as they consider the following questions.

1. Do you think this cartoon appeared in a Northern or Southern publication?

2. Was the cartoon published at the beginning, middle or end of the war?

3. What clues are given in the cartoons to the political sentiment, region and time frame?

Have the students divide into teams and analyze the cartoon. Each team presents their interpretation of the cartoon to the class. Assign the students the task of drawing a cartoon from either a Northern or Southern publication concerning any aspect of the Siege of Vicksburg.

Have the students collect political cartoons from their local newspaper, Time, Newsweek etc... Lead a discussion on how political cartoons are still used to sway public opinion. Have the students analyze the cartoons for party affiliation, newspaper's philosophy etc...

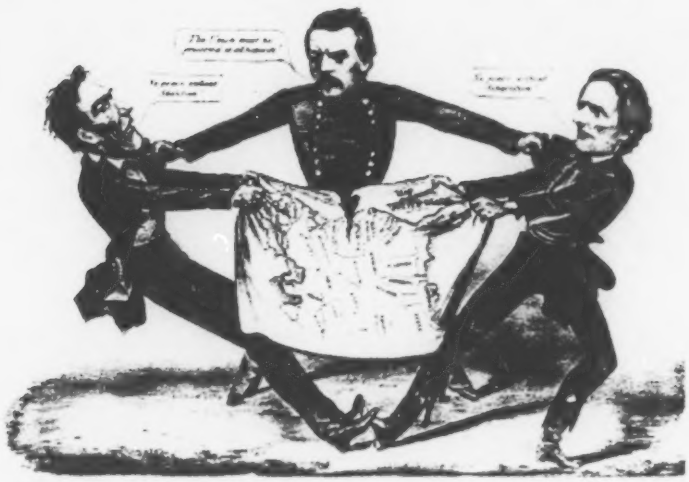
Political Cartoons Key

1) This cartoon was drawn as a pro-McClellan for President. McClellan is shown as the " Great Healer" . Captions read: Lincoln: "No peace without Abolition! , Davis: " No peace without Separation!, McClellan: The Union must be preserved at all hazards!". Why was McClellan bid for the Presidency a failure? What was the public perception of McClellan at this time?

2) This cartoon appeared in the fall of 1862. It ridicules Lincoln' his cabinet and his military commanders. It was drawn by a Copperheads The Copperheads were a group of Northern Democrats who opposed the war policy and favored a negotiated peace. This cartoon attempts to persuade Northern voters in the Congressional Elections of 1862 by highlighting the failures on the war front. Notice one of the failures is Admiral Farragut's withdrawal from Vicksburg.

3) A Confederate view of the Emancipation Proclamation. The cartoon shows Lincoln "selling the nation to the devil. The cartoonist is trying to evoke a sense of dread. Lincoln's foot is trampling the U.S. Constitution. The two drawings on the wall show John Brown as a Saint" and the slave.

Political Cartoon #1



No peace without Abolition!

The Union must be preserved at all hazards!

No peace without separation!

Political Cartoon #2

MANAGER LINCOLN. "Ladies and Gentlemen, I regret to say that the Tragedy, entitled *The Army of the Potomac*, has been withdrawn on account of Quarrels among the leading Performers, and I have substituted three new and striking Farces or Burlesques, one, entitled *The Repulse at Vicksburg*, by the well-known, popular favorite, E. M. STANTON, Esq., and the others. *The Loss of the Harriet Lane* and *The Exploits of the Alabama*—a very sweet thing in Farces, I assure you—by the Veteran Composer, GIDEON WELLES."
(*Unbounded Applause* by the COPPERHEADS.)

Manager Lincoln. "Ladies and Gentlemen, I regret to say that the Tragedy, entitled The Army of the Potomac, has been withdrawn on account of Quarrels among the leading Performers, and I have substituted three new and striking Farces or Burlesques, one entitled The Repulse at Vicksburg, by the well-known, popular favorite, E.M. Stanton, Esq., and the others, The Loss of the Harriet Lane and The Exploits of the Alabama-a very sweet thing in Farces, I assure you-by the Veteran Composer, Gideon Welles."

(Unbounded Applause by the Copperheads.)

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Political Cartoon #3

Lincoln signing the Emancipation Proclamation-from a Southern War Etching.

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Presidential Powers

Classroom Activities: Language Arts
Social Studies

Grades: 9- 12

Objectives: Students will analyze the expansion of presidential powers during the Civil War.

Materials: Research materials, pen and paper

Background:

Presidents Lincoln and Davis took many legal steps normally reserved for their Congresses. Both Presidents exceeded their powers under their constitutions and violated basic rights guaranteed under the constitutions. Were they justified?

Method:

Students will compare the presidential powers granted under the U.S. and Confederate Constitutions. Divide the class into groups, each group will research an aspect of Lincoln and Davis' presidential violation of power and report to the class their findings. Each team will analyze the rationalization the Presidents used to justify their policy.

Subjects:

Habeas Corpus
Court system
Military expansion
Denial of First Amendment rights of free speech and assembly
Monetary issues

The Price in Blood

Classroom Activities: Mathematics
Social Studies

Grades: 7- 12

Objectives: The student will analyze, interpret and evaluate a variety of graphic information

Materials: Price in Blood activity sheet, pencil, paper, poster board, markers

Background:

The Civil War was the deadliest conflict in this nation's history. Six hundred eighteen thousand Americans died in this struggle, exceeding the nation's losses from the Revolutionary War to the early years of Vietnam. Twice as many died from disease as battle. The totals are only estimates, some historians place the figure closer to 700,000

Method:

Using the Price in Blood activity sheet, the students will use a variety of statistical information that details the available number of losses for North and South in order to formulate a bar graph. The students will answer questions relating to the casualties of the Civil War.

Price in Blood - Activity Sheet

Study the chart below and compare the casualities for both sides during the Civil War. Construct two bar graphs (Union and Confederate) that depicts the information.

Sources: The Civil War Centennial Handbook by William Price and Medicine of the Civil War by Paul Steiner

ENLISTMENTS:

UNION 2,893,304
CONFEDERATE estimate 1,342,035

	Union	Confederate
Total hit in battle	385,100	320,000
Battle deaths	110,100	94,000
Killed in Action	67,100	54,000
Died of Wounds	43,000	40,000
Wounded	275,000	226,000
Missing in action	6,750	?
Captured	211,400	462,000
Died in Prison	30,200	26,000
Died of Disease	224,000	60,000
Other deaths	34,800	?
Desertions	199,000	83,400

Questions

1. What was the total number of those hit in battle? _____

2. What percentage of battle deaths were killed in action? _____

   Union _____ Confederate _____

3. How many Confederate troops were captured during the war? _____
   How does this compare with the Union? _____
   What factors could have contributed to the wide difference? _____

4. Compare the difference in death by disease. Which side had the higher percentage of death by disease?

5. How many troops deserted? _____ Which side had the higher ratio? ____

6. Of the total Union enlistments, what percentage is recorded as missing in action?
Union _____ Confederate _____

A Question of Time

Classroom Activities: Language Arts
Social Studies

Grades: 5 - 12

Objectives: The student will arrange in chronological order events that occurred leading up to and during the Siege of Vicksburg.

Materials: The Civil War Day by Day: An Almanac 1861-1865, by E.B Long, construction paper or butcher paper, markers.

Background:

The Campaign to control the Mississippi River, began immediately after the firing at Fort Sumter, South Carolina. The construction of the City Class ironclads, the appointment of General Grant to the western front and the construction of the fortifications at Vicksburg set into motion a series of events that led to the Siege of Vicksburg.

Method:

Students will research, draw and identify on a timeline the major military operations of the Vicksburg Campaign. Use the key as a guide to events that occurred or affected the campaign of the Mississippi River.

Alternatives:

The students can construct venous timelines, such as: Civil War battles in Mississippi, major Civil War battles, major battles in the Western Theater, major events leading up to the Civil War.

KEY

Battle of Island # 10
Battles of Forts
Henry & Donelson
Big Black
Bombardment of Grand Gulf
Chickasaw Bayou
Construction of the river ironclads
Corinth
Crossing at Bruinsburg
CSS ARKANSAS construction
CSS ARKANSAS running the Union Fleet
Edward's Station (Champion Hill)

Farragut's shelling of Vicksburg
First assault on Vicksburg
Grant assumes command
Grant's canal
Grierson's Raid
Holly Springs
Jackson
Lake Providence operations
Naval battle at Memphis
Pemberton assumes command
Port Gibson
Raymond
Surrender
Shiloh
Second assault on Vicksburg
Sinking the USS CINCINNATI
Sinking USS CAIRO
Steele's Bayou operations
Union fleet running the Vicksburg
Union march through Louisiana
Williams' Canal
Yazoo Pass

A Sailor's Story

Classroom Activities: Language Arts
Social Studies

Grades: 6-12

Objectives: Students will learn to retrieve historical data primary sources.

Materials: Copies of Activity Sheets.

Background:

George R. Yost joined the crew of the U.S.S. CAIRO on January 25, 1862, at the age of fourteen. He was 4' tall, had grey-blue eyes, sandy hair, and a fair complexion. On the CAIRO's muster roll he is listed as First Class Boy.

George served on the CAIRO during the entire course of her career which, unfortunately, lasted less than one year. On December 12, 1862, the U.S.S. CAIRO became the first man-o-war sunk by a torpedo. George Yost writes that he was among the last to leave the sinking vessel, and states, "I saved my Journal and part of my clothes"

Thanks to the foresight of George Yost, we have today an invaluable source of information about the career of the U.S.S. CAIRO and her crew. The Journal has survived and with it the details of day-to-day activities on board the Civil War Gunboat ... told through the words of a fourteen year-old sailor.

Methods:

The following Activity Sheets contain excerpts from the Journal of George Yost. Provide students with copies of both Activity Sheets. Instruct students to read through the Journal entries and then answer the questions listed at the bottom of the page(s).

George Yost Diary materials used with the Permission: Illinois State Historial Library, Springfield Illinois

A Sailor's Story - Activity Sheet

Tuesday May 13th
At 10 P.M. a rocket was sent up from the flagship (The signal for action) In 10 minutes all hands had their Hammocks lashed up and were at their Quarters ready for action but the rebels did not come we were kept at the guns all night. Weather warm. Musquitoes worse than the Rebels.

Wednesday July 30th
last evening one of our men died: his name was Bennett Wells, he took sick on Sunday with a fit and then he had a conjestive chill since then he has been getting worse until last evening at 9 P.M. he expired. At 1 P.M. today he was buried on the bluff at Fort Pillow. He served 9 months in the infantry before coming on board the gun boat. He was a fine young man of about 22 years of age: His uncle Gideon Wells is the secretary of the Navy.

Tuesday August 12th
Several Secessionists aboard today said that they would not take the oath of allegiance and the Capt said he had no power to arrest them, neither was he authorized to administer the oath to them. I think it is shameful to /et such hardened traitors go after we have them safe in our hands. What is the utility of fighting if we do not punish traitors when we have them. I sincerely hope that those three grey headed traitors will meet their deserts. They own several hundred negroes and they say they had rather lose the whole than take the oath of allegiance to our government.

Tuesday Sept 9th
At 8 a.m. we weighed anchor and started down the river. Met 3 Rams coming up before noon. at 3 P.M we ran aground about 18 miles above Memphis, where we lay until 5 P.M. when the Str "City of Alton" came down and pulled us off of the sand bar. We than started down the river. We arrived at Memphis at 8 P.M. dropped anchor astern of the Gun Boat "St. Louis" I went ashore at 8 1/2 P.M. to buy grub but resumed at 12 m. without finding any the stores being all closed. Weather clear wind East

Friday Sept 12th
At 1 P.M. we received on board Commander Selfridge (of the U.S. Frigate "Cumberland") as our Captain, Capt Bryant being in ill health he was sent home to recruit his failing health he left at 4 P.M. on the Str Brown at 2 P.M. Capt Selfridge made us a little speech in which he declared his intention of enforcing a rule heretofore unnoticed which was to not allow any profane swearing and whoever broke this rule was to be severely punished.

Sunday Sept 28th
At 9 P.M. we ran aground but by the assistance of the Strs "McGill" & "South Western" soon got off again. At 11 P.M. we dropped anchor about 50 miles from Helena Ark I had to stand watch from 8 P.M. to 12m today for not getting my hammock early enough. Weather dear wind Norwest.

1. How long did it take the crew to get ready for action?
2. What was "worse than the Rebels?
3. Who died on July 30th?
4. Who was his uncle?
5. Who were "Secessionists?"
6. Did they take the oath of allegiance?
7. How long was the CAIRO aground on Sept. 9th?
8. Why couldn't George find any "grub" in Memphis?
9. Who became the new captain of the CAIRO on Sept. 12th?
10. On what ship did he serve before commanding the CAIRO?
11. What rule did he want to enforce?
12. Why did George have to stand watch on Sept. 28th.

George Yost Diary materials used with the Permission: Illinois State Historial Library, Springfield Illinois

A Sailor's Story - Activity Sheet -2

Friday Oct 3rd
At 8 1/2 a.m. the Str "Champion" came alongside with coal barge. commenced coaling ship. Weather clear and warm wind South east. At 12 m (night) we finished coaling. At about same time the Str Gladiator came down from Memphis with mail.

Sunday Oct 12th
At 10 a.m. mustered at quarters and at 10 1/2 a.m. we had church. Capt Selfridge acting as chaplain. Weather clear & cool Wind Nor West. At 1 P.M. some of our officers went on shore. At 1 1/2 P.M. some of our men went ashore on liberty. resumed at 6 P.M. I wrote to Willie today. Weather pleasant in the afternoon but cold in the morning and at night Flag Officer C.H. Davis has been relieved by Admiral Porter.

Monday Oct 13th
We drilled considerable to day and I think that our Captain intends to try to soon have the best drilled crew in the fleet the boat looks much cleaner and nicer now than it ever did before. all hands are called every morning at 5 a.m. and then the decks are scrubbed and the guns cleaned. at 8 a.m. the men have breakfast for 1 hour and at 9:30 all hands to Quarters for exercise. at 12 m. dinner and at 4 P.M. supper. at Sunset Quarters for inspection and at 8 P.M. everyone who is not on watch must go to bed. Hammocks are generally piped down just after evening quarters and at evening quarters the guns are cast loose so as to be ready for instant use in case they are needed.

Sunday Oct 19th
Weather Clear. Wind westerly. Genl Hindman with 20,000 troops is back of Helena about 8 miles. He sent in a Flag of truce yesterday with the word that he would give us three days to leave the country in. if we did not he would give us a start. Well I suppose General Hindman does not know that the U. S. Gun Boat "Cairo" is at Helena. he doubtless thinking her still at Fort Pillow, but should he make the attempt to take Helena the Gun Boat "Cairo" will send him messages to let him know that the "Cairo" is in dangerous proximity to him and his army.

Tuesday Oct 21st
At 11.30 P. M. after everybody had been asleep for 3 Hours we were called to quarters for action. it just took 3 minutes to lash and carry our hammocks up on deck to the hammock Netting and cast loose the guns ready for action and every man was at his post ready to go into action we drilled about 20 minutes had a fire alarm and boarders called away. the Captain said that we did very well indeed.

Friday Decr 12th 1862
at 11.30 a.m. just as we were training on the battery (which was about 2 1/2 miles further up the river) we were struck by a Torpedo which exploded under the Forward part of our boat crushing in the bottom of the boat so that in 5 minutes after the explosion took place the whole forward part of the Hold was full of water and it was running over the deck forward the explosion dismounted one of our heaviest Guns which was in the Port bow severely injuring 3 men one of

whom was an engineer (Mr. Wilkins) the boat was sent ashore as soon as possible to prevent her sinking in deep water the water was all over the Gun deck when the Ram Queen of the West" came alongside to take us off we were then told to leave quarters and take all the small arms we could and go on board the Ham which we did in double quick time I can tell you. we fired one Gun at the Fort just as she was sinking I saved 2 Revolvers and most all of us saved something some of us saved our bags some Hammocks some all and several saved nothing except theirselves.

13. How long did it take to "coal" the CAIRO?

14. What time was church on Sunday morning?

15. What does "on liberty" mean?

16. What time does the crew get up each morning?

17. What chores are completed before breakfast?

18. Where do the men sleep?

19. How did General Hindman threaten the CAIRO?

20. Was George proud of the CAIRO?

21. On Oct 21st how long did it take the men to get ready for action?

22. How much quicker was the crew on Oct. 21 st than on May 13th?

23. What happened at 11.30 a.m. on December 12, 1862?

24. How were three crew members injured?

25. Why was the CAIRO sent ashore?

George Yost Diary materials used with the Permission: Illinois State Historial Library, Springfield Illinois

A Sailor's Story - Answer Sheet

1. Ten Minutes
2. Musquitoes
3. Bennett Wells
4. Gideon Wells, Secretary of the Navy
5. Southerners or "Rebels," who had seceded from the Union
6. No
7. Two hours
8. The stores were all closed
9. Selfridge
10. U.S. Frigate "Cumberland"
11. "to not allow any profane swearing"
12. for not getting his hammock early enough
13. 1 51/2 hours
14. 101/2 a.m.
15. free time ashore
16. 5 a.m.
17. "the decks are scrubbed and the guns cleaned"
18. in hammocks
19. He gave the CAIRO three days to leave the country.
20. Yes
21. Three minutes
22. Seven minutes

23. A Torpedo struck the CAIRO

24. The Port bow gun was dismounted

25. "to prevent her sinking in deep water"

George Yost Diary materials used with the Permission: Illinois State Historial Library, Springfield Illinois

Searching for Answers

Classroom Activities: Language Arts
Social Studies

Grades: 5 - 12

Objectives: While visiting the U.S.S. CAIRO Gunboat and Museum, students will identify persons, places and artifacts related to the City Class Ironclads.

Materials: Searching for Answers Activity Sheet, pen or pencils

Background:

One of the best ways to learn do. This scavenger hunt will introduce students to life in the U.S. Navy during the Civil War. The answers to the questions are in the museum or on the gunboat. It will require the students to read the signs and observe the artifacts.

Method: Before the field trip, the teacher will:

1. Introduce background information on the Civil War.

2. Group students into teams of two or three for younger students, older students can work alone.

3. Reproduce and distribute Searching for Answers Activity Sheet.

4. Explain Gunboat and Museum rules. If you are bringing more than 35 students, the group will need to be divided into two groups. One group works inside the museum, one group on the gunboat. If your class size is more than 100 only fifty at a time are allowed in the museum.

    A. No food, drink,or smoking allowed on the boat or in the museum.

    B. No climbing on walls, cannons or handrails.

    C. Groups must be accompanied by adults at all times.

    D. There is to be no talking above a whisper in the museum.

    E. No running in the museum or on the boat.

Please note, the museum and gunboat area are small and often crowded with visitors. These rules are to protect your students and the artifacts.

Searching for Answers- Gunboat

1. How large was the container of powder used in the torpedo?

   10 gallons 5 gallons 1 gallon

2. How many cannons are on board the CAIRO?

   9 15 13

3. The city class ironclads looked alike, what was their distinguishing feature?

   Numbers on the sides Color bands on the chimneys Different flags

4. How many engines and boilers did the CAIRO have?

   1 engine 5 boilers 2 engines 6 boilers 2 engines 5 boilers

5. How much and what kind of fuel did the CAIRO use per hour?

   1 cord of wood 1,980 pounds of coal 100 gallons of diesel fuel.

6. Where did the enlisted men sleep?

   on cots on the deck on hammocks

7. How was the capstan powered?

   by water by steam by diesel fuel

8. How were commands passed between the pilot house and the engine room?

   Morse Code Messenger Speaking tube or signal bell

9. How thick was the plate armor?

   2 1/2 inches 5 inches 1 3/4 inches

10. How many tons did the armor plating weigh?

    122 338 551

11. How many rudders did the CAIRO have?

1 2 3

12. Where was the Captain's quarters located?

On the gundeck | With the Surgeon | Behind the paddle wheel

13. CAIRO had a modem day convenience. She had a shower and bathroom (head) on the upper deck. How was the shower supplied with water?

With a hand pump | By the paddle wheel | Rain water collected in buckets

Searching for Answers - Museum

1. In which Civil War Navy did the CAIRO serve?

   Confederate Union

2. In which body of water did the CAIRO sink?

   Mobile Bay Mississippi River Yazoo River Red River

3. Who is known as the "Father of the Ironclad River Gunboats?"

   A.H. Foote John Ericsson James Eads Winfield Scott

4. The names for this class of ironclad gunboats came from?

   Rivers Towns States

5. How long did it take the CAIRO to sink?

   20 minutes 37 minutes 12 minutes

6. How many people died when she sank?

   63 175 0 21

7. How did the CAIRO sink?

   Naval battle Artillery attack Rammed Torpedo

8. In what year was the CAIRO raised?

   1964 1862 1956 1864

9. What were some of the things sailors did to pass their free time?

   Played fife Played dominoes Read All before

10. What was a nit comb used for?

    Remove lice Comb out tangles Remove stitches Comb beard

11. How was the gunpowder magazine (store room) lighted?

    Candles Kerosene lamp in Wooden frame Skylights Portholes

12. What is on the signal board that was in the pilot house?

Captain's Name Boat's Name Hammer Horseshoe

Searching for Answers
Answer Key

Gunboat

1. 5 gallons
2. 13
3. Color bands on the chimneys
4. 2 engines 5 boilers
5. 1,980 pounds of coal
6. On hammocks
7. By steam
8. Speaking tube and signal bell
9. 2 1/2 inches
10. 122
11. 2
12. Behind the paddle wheel
13. By the paddle wheel

Museum

1. Union
2. Yazoo River
3. James Eads
4. Towns
5. 12 minutes
6. 0
7. Torpedo
8. 1964
9. All before
10. Remove lice
11. Kerosene lamp in wooden frame
12. Horseshoe

"Vicksburg is the Key"

Classroom Activities: Social Studies

Grades: 3 - 12

Objectives: Students will understand the geographic importance of Vicksburg to the Civil War

Materials: Map of the United States. Historical Atlas of the United States. Vicksburg is the Key activity sheet and map.

Background:

Vicksburg, located on the east bank of the Mississippi River was a strategic point in the Civil War era. Vicksburg, linked by the river North and South and by the railroad east and west, was a major transportation center before the war. Goods and people from all over the world came to Vicksburg. Both President Lincoln and President Davis realized Vicksburg was the major point of control for these goods and the Mississippi River. Vicksburg's geology of high bluffs and deep ravines created a natural fort. President Davis called Vicksburg the "The Gibraltar of the West". Lincoln said of Vicksburg: "See what a lot of land these fellows hold, of which Vicksburg is the key...Let us get Vicksburg and all that country is ours. The war can never be brought to a close until that key is in our pocket

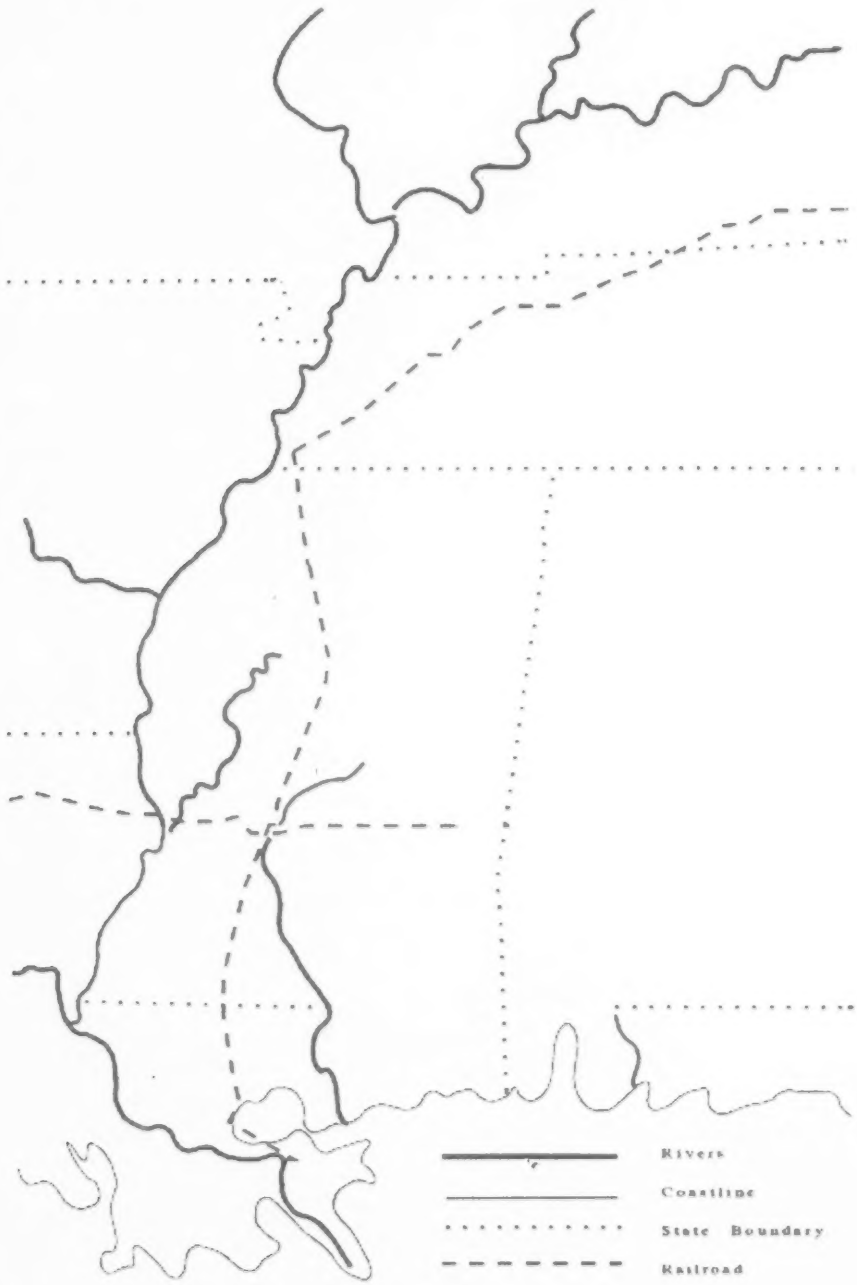
Methods:

Students will study maps of the United States. Highlight the rivers that drain into the Mississippi River with one color. Students will make a list of the states affected by the Mississippi River belonging to two nations. Students will list the food producing states for both the North and South. Students will connect the Eastern and Western United States by railroad lines that existed during 1860. Students can do the activity sheet on cardinal directions.

Questions to Ponder

1. After studying the maps, was Lincoln right, was Vicksburg the key?
2. What natural features besides the ravines and bluffs protected Vicksburg from attack?

"Vicksburg is the Key"
Activity Map



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Who's Who

Classroom Activities: Social Studies

Grades: 4- 12

Objective: Students will identify the people who shaped the Vicksburg Campaign. Older students will analyze the contribution of the military leaders to the outcome of the campaign

Materials: Who's who activity sheets, pen/pencil, scissors, glue, research materials for older students

Background:

The Civil War touched the lives of millions of people. Some of those people were more than witnesses to the event, they were drawn into the maelstrom Their personal strengths and weakness affected their decisions while in battle. In some cases a strength became a weakness an' a perceived weakness a strength.

Method:

Using the Who's Who activity sheets, introduce your students to the personalities of the Vicksburg Campaign. Older students can research, analyze and discuss the strengths and weaknesses of the military leaders involved in the Vicksburg Campaign. Which leaders were the most flexible, most cautious? Who was the risk taker, the calculator? They must be able to defend their answers and analyze which type of leader had the most influence.

WHO WAS WHO IN THE VICKSBURG CAMPAIGN?
Questions

AFTER EACH DESCRIPTION, IDENTIFY THE PERSON ASSOCIATED WITH THE VICKSBURG CAMPAIGN FROM THE LIST PROVIDED. THEN, CUT OUT THE PICTURES AND PASTE NEXT TO THE CORRECT DESCRIPTION

1. I was the 18th President of the United States. Before becoming president, I was the ranking general in the United States Army during the Civil War. My victory at Vicksburg in 1863 helped to prepare me for this position. I was a skilled equestrian and my favorite horse was named "Cincinnati." I was accused of drinking too much. I also liked to smoke pipes and cigars which may have resulted in the throat cancer that killed me in 1885.

   Who am I? _____

2. I was the highest ranking regular army officer to resign and join the Confederacy. When Ulysses S. Grant was closing in on Vicksburg, I advised Confederate General John C. Pemberton to abandon the city to save his army. I was criticized for not attempting to relieve the besieged city, but I felt that my 30,000 men, who were ill-equipped and inexperienced, could do little to save Vicksburg. I died in 1891 after contracting cold while marching bareheaded in the funeral procession of one of my Civil War adversaries, William T. Sherman.

   Who am I? _____

3. My nickname during the Civil War was "cump." I had red hair and a volatile temper; some reporters portrayed me as unstable and mentally deranged. I directed the XV Corps at Vicksburg and later "marched to the sea." Historians have credited me for inaugurating "total war" by destroying everything in my path. Many people wanted me to run for president in 1884 but I never cared for politics. I died in 1891 and was buried in St. Louis, Missouri.

   Who am I? _____

4. I was the Second Admiral of the United States Navy. My father was a hero in the War of 1812 and my adopted brother was David G. Farragut. On April 16, 1863, I commanded the Mississippi River Fleet that successfully ran past Vicksburg batteries in conjunction with General Grant's land movements. I helped bring about the surrender of Vicksburg by bombarding the city from the Mississippi River.

   Who am I? _____

5. In May of 1862, I was placed in command of the Confederate Ironclad ARKANSAS. I supervised the completion of the vessel and in July steamed down the Mississippi through David Farragut's Union fleet of 40 vessels anchored at Vicksburg. Aided by the element of surprise, the ARKANSAS caused serious damage to several ships. My beloved vessel had to be blown up when she experienced engine problems near Baton Rouge, Louisiana.

Who am I? _____

6. I was the only Union Naval commander to have three vessels sunk under me during the Civil War. All three of these vessels started with the letter "C"; the CUMBERLAND, CAIRO, and CONESTOGA. The U.S.S. CAIRO became the first man-o-war in history to be sunk by a torpedo on December 12, 1862 in the Yazoo River north of Vicksburg. I also commanded the only land battery during the siege of Vicksburg that was manned entirely by sailors. I lived to be 88 years old.

Who am I? _____

7. In late 1862 I was placed in command of General John C. Pemberton's cavalry. My greatest achievement was the destruction of General Grant's supply depots at Holly Springs, Mississippi in December, 1862. This action disrupted Grant's projected operations against Vicksburg. I died, not at the hands of the enemy, but at those of a jealous husband. Upon moving my division into middle Tennessee, I was killed on May 7, 1863, by Dr. George B. Peters, who alleged that I had "violated the sanctity of his home. " I was buried in Port Gibson, Mississippi.

Who am I? _____

8. I was the 16th President of the United States. As a young man I traveled down the Mississippi River and worked as a stevedore. When the Civil War began, I realized the importance of controlling the "Mighty Mississippi." I once said, "Vicksburg is the key ... and the war can never be brought to a close until that key is in our pocket. " I became the first American president to be assassinated when John Wilkes Booth shot me while watching a performance of "Our American Cousin" at Ford's Theatre in Washington D.C.

Who am I? _____

9. During the secession crisis, I was a lawyer and local politician in Mobile, Alabama. I was sent by the governor of Alabama to the state of my birth, North Carolina, to encourage its enlistment in the Confederacy. During the Vicksburg Campaign, I led my men against

General Grant's forces at Port Gibson and at Champion Hill. In June, 1863 while firing a borrowed rifle at the enemy, I was shot and killed by a federal sharpshooter. I died before receiving the news that I had been promoted to Brigadier General.

Who am I? _____

10. I was born in Kentucky less than 100 miles from the birthplace of Abraham Lincoln. I was pruning rosebushes on my plantation south of Vicksburg when I heard that I had been elected President of the Confederate States of America. After the war, I was charged with treason and imprisoned for two years at Fortress Monroe, Virginia. I was never brought to trial and released on bail. I never regained my citizenry and lived the rest of my life in Mississippi.

Who am I? _____

11. I was born in Wilmington, North Carolina and raised in Florida. I lost an arm in the battle of Chapultepec during the Mexican War. During the Vicksburg Campaign, I was cut off from Pemberton's forces at Champion Hill and blamed the general for the Confederate defeat there. I was called "Old Blizzards" because of my battle cry "Give them blizzards, boys)" After the Civil War I went abroad and entered the service of the Khedive of Egypt in 1869. I returned to the United States in 1879 and died seven years later in New York City.

Who am I? _____

12. My name is one of 36,212 names listed inside the Illinois Memorial at Vicksburg National Military Park. I served for three years with the 95th Illinois Infantry during the Civil War. While in camp, I preferred to sit apart from my peers and liked to smoke a pipe in silence. After the war, I settled in Illinois and in 1911 was involved in an auto accident. When I was examined the physician discovered my secret ... that I was really a female! I was later confined in an insane asylum and forced to wear female attire. I received a military pension until my death in 1915.

Who am I? _____

13. I was born in Savannah, Georgia and later moved to St. Louis where I earned my living as an architect. I fought in all the battles preceding the siege of Vicksburg and was commended for my ability and gallant conduct. As a result, I was promoted to Major General. However, my health failed when I contracted dysentery during the siege and I died shortly after the surrender of Vicksburg near Raymond, Mississippi. Twenty-four years after my death, my remain were brought to Vicksburg and reinterred in the Confederate Cemetery.

Who am I? _____

14. I was a 14-year-old drummer boy serving with the 55th Illinois Infantry during the Vicksburg Campaign. During the May 19th assault on Stockade Redan I was shot in the leg while trying to obtain ammunition from a nearby regiment. General Sherman noticed that I was wounded and bleeding and told me to get to the rear at once. I was determined to get the ammunition but I followed his orders. In 1896 I was awarded the Medal of Honor for my bravery.

Who am I? _____

15. I was born in Pittsburgh, Pennsylvania and later moved to Illinois where I became a music teacher. I entered the Union army early in the war as a volunteer without pay. In the spring of 1863 I led perhaps the greatest cavalry raid of the Civil War through the state of Mississippi. The purpose of my 800-mile ride was to divert attention from General Grant's planned crossing of the Mississippi River below Vicksburg. My famous raid was later the subject of a movie entitled "The Horse Soldiers."

Who am I? _____

16. Though I was born in Pennsylvania, I married a lady from Virginia and decided to join the Confederacy during the Civil War. I served with Ulysses S. Grant during the Mexican War and later opposed him as General of Confederate forces at Vicksburg. Because of my Northern birth, my loyalty to the Southern Cause was suspect. After the war I lived on a farm in Virginia. I died in 1881 and was buried in Philadelphia, Pennsylvania.

Who am I? _____

WHO WAS WHO IN THE VICKSBURG CAMPAIGN?
Matching

Sixteen of the following twenty-four names correctly match the descriptions provided on the following page. After choosing the correct name, cut out the photograph and paste to the correct description.

Robert E. Lee	Joseph E. Johnson	Martin Van Buren
William W. Loring	Jefferson Davis	David G. Farragut
Orion P. Howe	Ulysses S. Grant	John S. Bowen
Emma Balfour	Abraham Lincoln	Isham W. Garrott
John A. Logan	James B. McPherson	William t. Sherman
David Porter	Carter L. Stevenson	Benjamin H. Grierson
Albert D.J. Cashier	Isaac Brown	Earl Van Dorn
Thomas O. Selfridge, Jr.	Thomas "Stonewall Jackson	John C. Pemberton

Words of a Soldier

Classroom Activities: Language Arts
Social Studies

Grades: 7 -12

Objectives: Students will gain insight into history and culture through the study of literature.

Materials: Books, magazines and journals that contain letters, diaries or text from the common soldier or sailor of the Civil War Era.

Background:

The common soldier and sailor of the Civil War created a legacy of words. Through their letters home, diaries or books published after the war, the soldiers and sailors left behind vivid accounts of the Civil War.

Method:

Divide the class into small teams. Assign students one of the sources or other texts. Students will use these primary sources to gain an understanding of life and events during the Siege of Vicksburg and the Civil War. The small groups will present dramatic readings and interpretations of those readings to the class.

SOURCES:

Diary of a Confederate Soldier, John Jackman
Diary of a Dead Man, J. P. Ray
My Cave Life, Mary Webster Loughborough
To Be A Slave, Julius Lester
Vicksburg: A City Under Siege, Emma Balfour
Vicksburg: 47 Days of Siege, A.A. Hoehling

WVIC News

Classroom Activities: Language Arts
Social Studies

Grades: 7- 12

Objectives: Students will research and write a script for television news program. Students will analyze how television might have affected the Civil War.

Materials: Research materials, videocamcorder, tapes and props.

Background:

During the Civil War, the telegraph was the fastest means of communications. Civilians received information on battles the next day. Photographs and lithographs would not appear in newspapers or magazines for months. Today's wars are known about in a matter of minutes if not seconds.

Methods:

Divide the students into groups of seven, each group consisting of one on-the-scene reporter, and six soldiers. Do not limit the students to just soldiers, have one group be civilians, hospital staff, sailors, or politicians. Or have seven students volunteer to do a single broadcast instead of requiring every student to participate. Have the students research their roles and the reporter design questions to ask. The questions will be given to the role players, however have the reporter hold two or three in reserve to ask the actors during taping. This will create a more authentic situation.

- Have students practice and refine their news broadcast.
- Tape the final production to show to other classes. If taping will be done in the park, please contact park personnel for approval and scheduling.

Questions to Ponder:

1. How would TV have presented the Siege of Vicksburg? How would each side describe the events?

2. What impact would television have had on the civilians and soldiers?

3. Could television have affected the outcome of the war? How?

4. Is television news the objective, unbiased source it claims to be?

Wrap-up Activities

Post Trip Activities

The field trip isn't over when students get off the bus back at school. Follow-up activities in the classroom can reinforce and put students' park reaming experiences into perspective, as well as build on the high levels of interest and enthusiasm generated by the field trip for some time to come. Some general ideas for post-trip activities are given below:

Discussion

After the field trip, encourage students to discuss their I reactions to their field trip experiences: What did they I like the most? Least? And Why? Have their feelings | or ideas changed about the Park? About the things I they saw there? How and why? Ask them--If you were I giving a friend a tour of the Park, what would you show them first? Last? Not at all? Why?

Review Worksheets

If your students have done worksheet activities at the Park, go over them when you return to the classroom. Discuss their answers, ideas, experiences and any questions they have about what they saw and did. If the trip has generated as many questions as it has answered, has it been successful?

Newspapers or Newsletters

Have students write news articles for the school paper or publish a newsletter about their field trip experiences for their fellow students and parents. Divide up responsibilities for different topics or phases of the field trip among the students, and encourage them to interview one another and to illustrate their stories with sketches or cartoons.

Journal

Have the students write about their trip. Be sure to make a special spot in the classroom so others may read them, and sign "I have read book."

Tape/Video Recordings

Tape record or videotape students' stories about and reactions to their field trip. You may wish to transcribe them and have students illustrate them to add to their park booklet. Or, the stories could be bound into a class volume about the trip.

Letters

Have students write thank you notes to their chaperons and or park personnel, and letters to their parents about their trip experiences. They could even design their own stationary using, signs,

symbols or designs observed in the Park.

Banners and Posters

Ask students to think of their favorite thing they saw at the Park, and to create a banner or poster to encourage other people to visit the Park.

Certificates of Achievement

Make up certificates of achievement for students for successful completion of their field trip. Students may wish to color them and include them in their park journals.

Murals

Have students create murals about either the Civil War or their park experiences. If you took photographs on the field trip, these can be included in the mural or made into a bulletin board display about the trip.

Creative Writing

Have students write poems, essays and stories based on their field trip, theme, or experiences. Encourage them to use their imagination to write about "What if...?" or "A Typical Day in the Life of ...? Have them write about imaginary people that might have experienced the Siege of Vicksburg, incorporating observations and information they learned on their field trip.

Design a Monument

Have students design a monument to their school, class or field trip. Students can draw or build the monument, put on display in the school or classroom.

Cinquain and Haiku

Select an topic and ask the students to write cinquain or haiku poems about it. A cinquain is a five line poem in which the first line consists of one word. The second line is two words which describe the first line. The third line consists of three words depicting an action. The fourth line consists of four words that convey feeling. And the fifth line is again one word which refers back to the first line. A haiku poems consists of three lines with 5, 7, 5 syllables respectively, and is usually about nature.

Traditionally, both forms are rhymeless. And example is given below:

Cinquain
War
Dark, violent
Screaming, charging, exploding
Somber, fear, courage, resolve

Death

Haiku
Silent stone
Glistening, standing, remembering
Ancient warrior sleeps

Tracing Your Ancestors

Have students interview family members about stories they have heard of ancestors in the Civil War. Research library archives, churches, state archives etc... Have the students create a family tree.

Civil War Terms

A

abatis: trees felled with their tops facing in the direction of the enemy and the tips of the branches sharpened into spikes

abolitionist: person opposed to slavery and in favor of ending it

advance: to move forward

agriculture: act of cultivating the soil, fanning

ambulance: wagon or boxcar used to transport wounded or ill soldiers from the field

amenorrhea: abnormal suppression or absence of menstruation

ammunition: bullets, gunpowder, shot and shell used in firing weapons of war

amputation: surgical operation used to remove an arm, leg or other extremity

anesthesia: compound used to make patients unconscious before surgery

Army of the Tennessee: principle Federal force in the Western Theater of operations

Army of Trans-Mississippi: principle Confederate force in the Western Theater of operations

artifact: man-made object from a past time

artillery: cannon and mortars used in the Civil War to support the infantry and defend fixed positions

B

battery: number of similar items grouped as a unit; such as a battery of cannon

Battery DeGoyler: Union battery position of the 1 2th Michigan, named for the commanding officer who died in the siege of Vicksburg;

battle: an encounter of two armies

battlefield: place where a battle is fought; area of conflict

black powder: an explosive consisting of a compound of potassium nitrate, sulfur and charcoal.

blockade: practice of positioning naval ships in front of an enemy's harbors and river openings to prevent vessels loaded with commerce from entering and departing

bondage: slavery; a state of being bound by law

border states: the slave states located between the North and the South that stayed in the Union during the Civil War

brigade: an organized military unit that was generally composed of five regiments and led by a brigadier general

C

caisson: a large box used to hold ammunition; a horse-drawn vehicle, usually two wheeled, formerly used to carry two ammunition boxes

caliber: the diameter of the inside of a tube; the diameter of the bore of a gun; the diameter of a bullet or shell

camp: ground on which an army pitches its tents

campaign: connected series of military operations forming phase of a war

canister: a type of Civil War artillery ammunition that resembled a coffee can containing small, round, iron balls packed in sawdust and used for defending against infantry attack

cannon: artillery piece; big gun

casualty: military person lost through death, wounds, injury, sickness, capture, or missing in action

cavalry: army component mounted on horseback used mostly for scouting, raids and protecting the flanks of the army

chevaux de frise: a fence of stakes or sharpened sticks forming a defense barrier or fortification

comrade: fellow soldier

Confederacy: the union of the Southern states that had seceded

Confederate: an adherent of the Confederate States of America or its cause; Southerner; also called a rebel or Johnny Reb

Confederate Flag: the Confederate flag had 3 versions, the first flag was the "Stars and Bar", second, "Stainless Banner and the third "National Flag", however many people assume "Beauregard's Battle Flag" was the national flag

Confederate States of America: the country formed by the states that seceded from the United States of America

Congressional Medal of Honor: highest award for acts of bravery given by the United States

conscription: law which order men to military service; today called the draft

constitution: written plan of government

contraband: black slave who, during the Civil War, escaped to or was brought within the Union line

convalescent: recovering injured or ill person

Copperhead: Northern Democrat who opposed the Union's war policy and favored a negotiated peace

corps: large military unit composed of three divisions led by a lieutenant general (Confederacy) or a major general (Union)

court martial: to subject to a military trial with a court consisting of a board of commissioned officers

counterattack: attack made to counter (off-set) an attack by the enemy

countermine: tunnel for intercepting an enemy mine

crater: large hole, natural or man made. Natural causes include volcano or meteorite, man-made causes include artillery shells or explosives

Crater, Battle of the: 20 hour battle which occurred at Third Louisiana Redan on June 25th. The Union exploded black powder beneath the Confederate line of defense at the Third Louisiana Redan

cross fire: firing from two or more points so that the lines of fire cross

culture: the way of life of a group of people, including their customs, traditions, and values

D

Davis, Jefferson: president of the Confederate States of America

defensive war: a war in which an army fights to defend its land or territory

depot: a place to store military supplies

desertion: the act of a soldier leaving military service without the legal authority to do so

detonate: to set off an explosion

digitalis: a drug prepared from the seeds and dried leaves of the genus Digitalis, which includes foxgloves, used as a cardiac stimulant

division: military unit composed of three or four brigades led by a major general

domino: rectangular block whose face is divided into two equal parts that are black or blank marked with one to six dots and used in a game

dysentery: an infection of the lower intestinal tract producing pain, fever, and severe diarrhea, often with the passage of blood and mucus; the number one killer in the Civil War

E

earthworks: earthworks with wooden frameworks and dirt in front; breastworks

Emancipation Proclamation: proclamation that was signed and issued by President Lincoln on September 22, 1862, which freed the slaves in the Confederacy effective January 1, 1863

embalm: to protect a corpse from decay

engineer corps: military organization involved in skillfully laying out or constructing a military operation

enlistment: the state of being enrolled in the military

F

Federal: supporter of the United States Government in the Civil War; soldier in the Federal (Union) army; Northerner also called Billy Yank

flank: the end of a battle line

folk song: a song of the common people of a country or region that reflects their life style

forceps: medical instrument used in delicate operations for grasping, holding firmly, or exerting traction

fort: strong or fortified place for protection against the enemy. Fort Hill, Fort Garrott and South Fort at Vicksburg

fortification: works erected to defend a place

foundry: place where iron and steel are made into usable items

free state: a state that did not allow slavery

frontal assault: a direct attack on the enemy's front

fugitive slave: slave who runs away from his master

Fugitive Slave Act: a strong fugitive slave law authorizing the return of a fugitive slave to his master and five years imprisonment to anyone who helped a suspected fugitive

furlough: to grant a leave of absence

G

gabion: cylindrical basket open at both ends and filled with dirt used to stabilize earthworks

Grant, Ulysses S.: general in command of the Army of the Tennessee during the Vicksburg Campaign, later commander of all the armies of the United States

grapeshot: a cluster consisting of nine or more small balls put together by means of cast-iron circular plates at top and bottom with two rings and a central connecting rod; used in a cannon to disrupt troop movement

Gunner's Quadrant: instrument used to measure the angle of elevation of long heavy guns and mortars

gunboat: a small armed vessel

H

Habeas Corpus: the right of a citizen to obtain a writ of habeas corpus as a protection against illegal imprisonment

hardtack:	hard square cracker made of flour, water and salt; one of the major staples for both Northern and Southern soldiers
headquarters:	place from which a military commander issues orders and performs the duties of command
housewife:	a small sewing kit, usually handmade, carried by soldiers and sailors during the Civil War

I

infantry:	foot soldiers; basic unit of a Civil War army
inquiry:	investigation
ironclad:	a 19th century warship having sides armored with metal plates
invader:	one that enters in a hostile manner

K

kept:	a military cap having a close-fitting band, a round top sloping toward the front, and a visor

L

lanyard:	a strong cord with a hook at one end used to fire a cannon
leukorrhea:	A vaginal discharge containing mucus and pus cells
limber:	a large ammunition box; formerly a two wheeled horse drawn vehicle that tow a cannon a contained one ammunition box
Lincoln, Abraham:	16th President of the United States assassinated April 14, 1865, shortly into his second term
litter:	stretcher used to carry a sick or injured person
lyrics:	words to a tune

M

magazine:	a place to store ammunition
manpower:	strength expressed in terms of available persons to perform a task

Mason and Dixon Line: line used to determine the boundary between Pennsylvania and Maryland; traditionally, seen as the boundary line between North and South

medicinal: for medical purposes

mess: a group of men, usually in the military who regularly eat meals together

mine: during the Civil War it generally referred to a system of tunneling under the enemy earthworks and detonating explosives to create a crater or opening where troops could charge the enemy; encased explosive designed to destroy the enemy and/or enemy property

minie ball: large, elongated bullet made of soft lead that was fired from Civil War

Montgomery: capital city of the state of Alabama; first capital of the Confederate States of America

morphine: very powerful painkilling drug

mortally wounded: wounded to extent that death follows

mortar: muzzle-loading cannon used to fire projectiles at high angles

N

North, the: those states which opposed the Confederate State of America during the Civil War; the Union; Federal troops; Northerners

O

offensive: making the attack

P

parapet: an earthen or stone embankment protecting soldiers from enemy fire

parole: the promise of a prisoner of war upon his faith and honor to fulfill stated conditions in consideration of special privileges, usually release from captivity.

pea bread: peas ground into a powder, mixed with water and salt to form a bread. Eaten by Confederate troops at Vicksburg

Pemberton, John Clifford: general in command of the Confederate forces during the Siege of Vicksburg

picket:	person placed on guard duty at the front lines
plantation:	large farm raising one main crop
political map:	map that shows such things as national and state boundaries and the names and locations of towns and cities
pontoon bridge:	bridge whose deck is supported by flat bottomed boats
prejudice:	an unwarranted bias
prisoner of war:	soldier captured by the enemy and placed in an enemy camp

Q

Quartermaster:	a commissioned officer of the Quartermaster Corps whose duty is to provide clothing and subsistence for a body of troops

R

railroad:	road having a line of rails fixed to wooden ties to provide a track for cars drawn by locomotives
Railroad Redoubt:	four sided earthwork used to defend the rail line into Vicksburg
ration:	the food allowance of one soldier4
rebel:	one who fights authority; Southerner; Confederate; Johnny Reb
rebellion:	armed resistance to the authority of an established government
recruiter:	person who gets new soldiers for an army by encouraging men to enlist
redan:	a three-sided fortification forming a salient angle
redoubt:	a four-sided fortification rectangular or square used to defend a road, rail line, hill or pass
regiment:	military unit composed of 10 companies and led by a colonel
reinforce:	to strengthen by adding something new
reinforcement:	an additional supply of soldiers
repel:	to drive back; to fight against

replica:	a close reproduction of the original
rheumatism:	any of several pathological conditions of the muscles, tendons, joints, bones, or nerves, characterized by discomfort and disability
Richmond:	capital city of the state of Virginia; second capital of the Confederate States of America
rifled musket:	term adopted in 1855 to designate those shoulder arms that retained the outside dimensions of the old muskets but had rifled barrels

S

salient:	an outwardly projecting part of a fortification or defensive line
sanitation:	the promotion of hygiene and prevention of disease achieved through the maintenance of clean conditions
sap:	a trench or tunnel dug to a point within an enemy position; to undermine the foundation of a fortification
sap roller:	cylindrical object of basketwork rolled ahead of men constructing a sap (trench) toward the enemy to provide cover from the enemy's small-arms fire
scalpel:	small, sharp knife used by surgeons to cut through skin and other soft tissue
scorbutus (scurvy):	a disease characterized by spongy gums, loosening of the teeth and a tendency to bleed into the skin and mucous membranes and caused by a dietary deficiency of ascorbic acid-vitamin C
secede:	to withdraw from; pull-out
segregation:	the separation of groups of people based on race
shell:	a projectile or piece of ammunition having a hollow tube or depression containing explosives used to propel the projectile
shot:	a round projectile or piece of ammunition
shrapnel:	an artillery shell containing metal balls fused to explode in the air above the enemy troops; shell fragments from an exploding shell
siege:	military blockade of a town or fortified place to force its surrender by cutting communications and supply lines; military operations in which the

	enemy surrounds pins down an army
signal flag:	flag made of several colors to contrast with the landscape and used to send messages
slave:	person who is owned by another person
slave state:	a state where slavery was permitted
slavery:	the state of a person who has been purchased by another: bondage
smoothbore:	a cannon or gun having no rifling; having a smooth tube
soldier:	someone who is engaged in military service
South, the:	those states which lie south of the Mason-Dixon Line; the Confederate States of America; the Confederacy; the Southerners; Confederate troops
spiritual:	a religious s̄ong that was developed primarily by blacks in the South
spoil:	property taken form the enemy in war; loot
spathe:	a leaflike organ that encloses or spreads from the base of the spadix of certain plants, such as jack-in-the pulpit or the calla
sponge:	pad used in surgery and medicine; artillery accessory used to wet cannon tube after firing
stalemate:	a standoff; a deadlock; a fight without a winner
states, rights:	the political doctrine that all powers not given to the central government by the Constitution belonged to the states themselves
stockade:	a line of stout posts or timbers set firmly in the earth in contact with each other to form a barrier or defense fortification
strategy:	the science or art of military command as applied to the overall planning and conducting of large-scale operations
styptic:	contracting the tissues or blood vessels
supply center:	place which supplies needed goods to other places
surrender:	to give up control of
sutler:	private businessman who followed the army and sold goods to the soldiers

suture: silk thread stitch used to sew up wounds

sympathizer: someone who tends to favor a particular cause

T

tactics: The technique or science of securing the objectives designated by strategy; the art of deploying and directing troops, ships in an effective manner against the enemy

telegraph: a message sent electrically by wire

theater: large area where military campaigns took place

thumbstall: leather thumb covering worn by a cannoneer as a vent stop

torpedo: a small explosive consisting of a container, gunpowder and firing mechanism, denotation could be caused by contact, pressure, friction primer or electrically; mine

tow-hook: hook used to remove the cotton waste in which the rounds of artillery ammunition were packed

trench: deep ditch where troops sought protection during battle; a long narrow excavation used for military defense and often having the excavated dirt piled up in front of it as an earthwork

troops: soldiers

tunnel: horizontal passage through or under an obstruction

Typhoid fever: an acute, highly infectious disease caused by the typhoid bacillus, Salmonella typhosa transmitted by contaminated food or water and characterized by red rashes, high fever, bronchitis and intestinal hemorrhaging

U

Union: those states remaining loyal to the United States of America; the North; Federal; Northern

United States Colored Troops: black soldiers who fought in the Union Army

United States Sanitary Commission: relief organization whose primary goal was to supply the material wants of the soldier

V

volunteer: person who offers himself for service without being forced to do so

W

wad: separated the powder from the shot, made of loose pieces of cordage

weapon: an instrument used for fighting

worm: an artillery accessory used to used to extract the wad and cartridge from the bore if necessary

Y

Yankee: a soldier who fought with the Union; a Federal; Billy Yank; Blue jacket

Read More About It.....

Many of the books listed below were used in preparation of Educator's to Vicksburg National Military Park.

For the convenience of you and your students, the books are divided into three reading levels and appear alphabetically by title.

Level One

The following books were written especially for children.

A Battlefield Atlas of the Civil War, by Craig L. Symonds, Nautical and Aviation, 1983.

Abraham Lincoln: To Preserve the Union, by Russell Shorto, Silver Burditt Press, 1991.

An Album of the Civil War, by William Loren Katz, Franklin Watts, Inc., 1974.

The Civil War. by Fletcher Pratt, Garden City Books, 1955.

Civil War: America Becomes One Nation, by James I. Robertson, Jr., Alfred A. Knopt, 1992.

Civil War Weapons, by C.B. Colby, Coward-McCann, 1962.

The Golden Book of the Civil War American Heritage, 1961.

Ironclads of the Civil War, by Frank R. Donovan, American Hertiage, 1964.

Lincoln: A Photobiography, by Russell Freedman, Clairon Books, 1987.

The Story of Ulysses S. Grant, by Jeannette C. Nolan, Grossett, 1952.

Two Flags Flying, by Donald J. Sobol, Plan and Muck, 1960.

Level Two

The following books are appropriate for Junior High students

Abraham Lincoln. by James H. Daugherty, Viking, 1943.

The American Heritage Picture History of the Civil War. by Bruce Catton, American Heritage, 1960.

Billy Yank and Johnny Reb, by Ear.' Schnenk Miers, Rand McNally, 1960.

Captive Bodies. Free Spirits: The Story of Southem Slavery, by William J. Evitts, Julian Messner, 1985.

The Concise Illustrated History the Civil War, by James I. Robertson, Robertson, Books, 1971.

Davis, by Perry Scott King, Chelsea House, 1990.

Decisive Battles of the Civil War. by Joseph B. Mitchell, Putnam, 1955.

First Book of the Civil War, by Dorothy Sterling, Doubleday, 1963.

Freedom Train. by Dorothy Sterling, Country Life Press, 1954.

Jefferson Davis, by Perry Scott King, Chelsea House Publishers, 1990,

The Life of Billy Yank: The Common Soldier of the Union, by Bell Irvin Wiley, Louisiana State University Press, 1952.

The Life of Johnny Reb: The Common Soldier of the Confederacy, by Bell Irvin Wiley, Louisiana State University Press, 1943.

The Negro in the Civil War, by Benjamin Quarles, Little, Brown & Co., 1969.

Pictorial Encyclopedia of the Civil War Medical Instruments and Equipment, Volume 1, by Dr. Gordon Dammann, Pictorial Histories Publishing, 1983.

The Story of the Civil War, by Russell Potter Reeder, Duell, Sloan, and Pearce, 1958. of the war.

Level Three

Books listed below are intended for the advanced reader. Many deal exclusively with the Campaign of Vicksburg.

Abraham Lincoln, by Benjamin P. Thomas, Knopf, 1952.

Battles and Leaders of the Civil War, Volumes I - IV. edited by Robert U. Johnson and Clarence Buell, Castle, 1887.

Battle Cry of Freedom: The Civil War Era, by James M. McPherson, Oxford University Press, 1988. This is one of the most popular histories on the Civil War.

Battles in the Civil War: Generalship and Tactics in America 1861- 1865, by Paddy Griffith, Field Books, 1986.

The Civil War Dictionary, by Mark Mayo Boatner III David McKay Co., 1959.

The Civil War Songbook, Introduction by Richard Crawford, Dover Publications, Inc., 1977.

Doctors in Blue, by George W. Adams, Schuman, 1952.

Doctors in Gray, by H.H. Cunningham, Louisiana State University Press, 1958.

Final Fortress: The Campaign for 1862 - 1863, Samuel Carter Carter III, 1988.

Forged in Baffle: The Civil War Alliance of Black Soldiers and White Of Officers, by Joseph T. Glatthaar, Free Press, 1990.

Generals in Blue. by Ezra J. Warner, Louisiana State University Press, 1964.

Generals in Gray, by Ezra J. Warner, Louisiana State University Press, 1959.

Grant: A Biography, by William S. McFeely Norton 1981

Hardluck Ironclad. by Edwin Bearss, Louisiana State University Press, 1980.

Jefferson Davis, by Clement Eaton, Free Press, 1977.

Life on the Mississippi, by Mark Twain, Airmont, 1965.

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And In The End...

"Shortly after Appomattox, Walt Whitman, a Brooklyn journalist and sometime poet who worked in the appalling Union hospitals, warned prosperity of what he had seen. "Future Years will never know the seething hell and the black infernal background, the countless minor scenes and interiors of the secession war; and it is best they should not. The real war will never get in the book."

In the century and a quarter since the war's conclusion more than fifty thousand books have been published on the Civil War; countless personal diaries and regimental histories, biographies and military narratives, pictorial essays, social analyses, works that have treated the causes and effects, demographics, crop statistics, and even the weather. There have been books of maps, books of letters, books of orders, books of books, philosophical essays, novels, poems and music. Each year dozens of new titles appear, offering to revisit the war, to reinterpret or rearrange those strange days and hard events.

And yet Whitman's words retain their force. The "real war" stays there, outside all the books, beckoning to us. Why did Americans kill each other? How did it happen? Who were these people who fought and killed, marched and sang, wrote home, skedaddled, deserted, died, nursed, lamented, persevered? What was it like to be in that war? What did it do to America and Americans? Why are we still so drawn to this tale of suffering, catastrophe, valor and death?

Geoffrey C. Ward, Ken Bums, Ric Bums
PBS Series "The CIVIL WAR"

"Any understanding of this nation has to based, and I mean really based, on an understanding of the Civil War. It defined us. The Civil War defined us as what we are and it opened us to being what we became, good and bad things. Its was the crossroads of our being; the suffering the enormous tragedy of the whole thing. Its what made us a nation. Before the war, people had a theoretical notion of having a country, but when the war was over, on both sides they knew they had a country. They'd been there. They had walked its hills and trampled its roads. They saw the country. And they knew the effort that they had expended and their dead friends had expended to preserve it Before the war, it was said "The United States are..." After the war, it was always United States is....

Shelby Foote

"the sun rises over the hills and sets over the mountains, the compass just points up and down, and we can now laugh at the absurd notion of there being a north and a south... We are one and undivided

Sam Watkins Company H 1st Tennessee Regiment

Evaluation

Teacher: _____ Date: _____

Name of School: _____ Grade: _____

Number of Students Participating in Activity: _____

Pre-Visit Activities

1. Which activities did you use before your visit?

2. Were the activities appropriate to the grade level or students abilities?

3. Were the instructions and background information clear?

4. How did the students respond to the activities?

Field Trip Activities

1. Did you bring your students to the Military Park? If no, why not?

2. Did you do any of the activities at the park? If so, which ones?

Post-Visit Activities

1. Which, if any, post-visit activities did you use?

2. Were they applicable to your class and the field trip?

Overall

1. Did you find the Educator's Guide to Vicksburg National Military Park useful?

2. Do any of the activities need refining? If yes, explain.

3. What other activities would you like to see in the guide?

4. Are you interested in participating in workshops at the park?

Additional Comments

Thank you for taking the time to participate in the pilot program. Your comments will enhance of guide and help establish a partnership between teachers and rangers.

Please return this critique form to Education Ranger, Vicksburg National Military Park, 3201 Clay St., Vicksburg, MS 39183-3495